

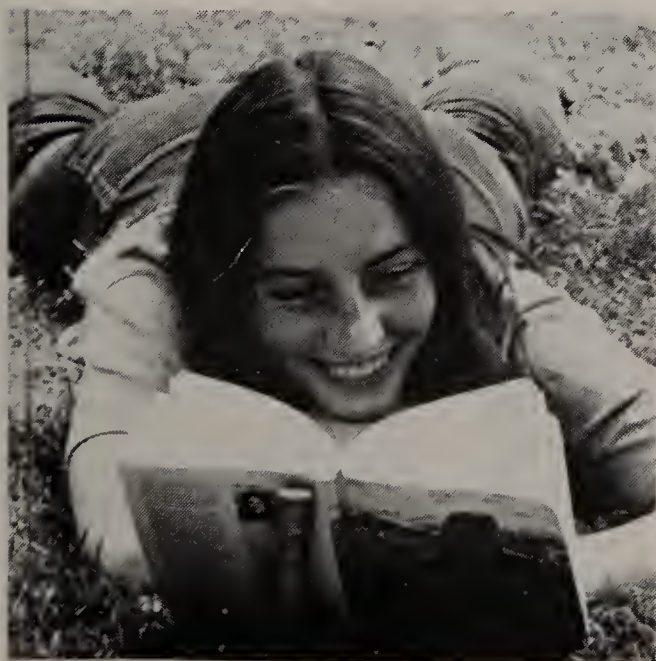
The Andover Summer Session 1975



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June 25 to August 6

Meredith Price Director
Jean McKee Director of Admissions



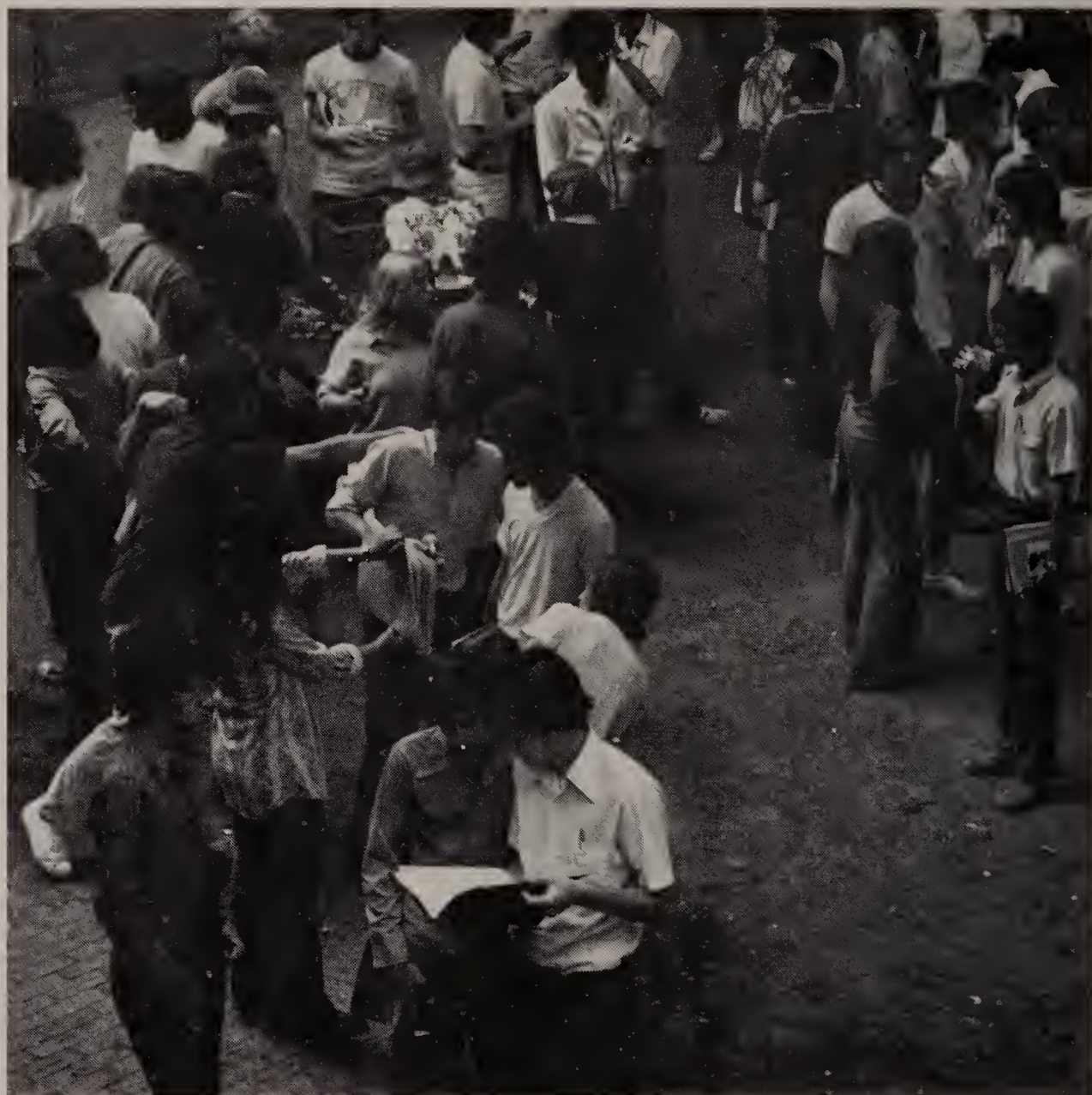
Phillips Academy,
Andover, Mass. 01810
Telephone 617 475-3400



Andover Phillips Academy, often called Andover, is a college preparatory boarding school. Now in its 197th year, the Academy has an enrollment of over twelve hundred young men and women and a strong faculty of about one hundred seventy-five. Its students come from all parts of the country and from abroad. Large scholarship funds enable the Academy to admit to the Winter Session the best qualified candidates, regardless of their ability to pay. Phillips Academy has a long tradition of national service and devotion to democratic ideals. It seeks to develop in its students sound scholarship, character, and self-reliance.

The buildings, grounds, and facilities of the Academy are unusually fine for a secondary school and indeed unrivalled by most colleges. Particularly outstanding are the over 100,000 volume library, the Addison Gallery of American Art, the Arts Center, the Archaeology Museum, the 450-acre landscaped campus, the Wildlife Sanctuary, the complete indoor and outdoor athletic facilities, and superb art, music, drama, science, language, and academic buildings.

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor in Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere designed the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.



The Andover Summer Session

The Summer Session makes use of all the facilities of Phillips Academy and is open both to regularly enrolled P. A. students and to able students from other schools, public and private. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. Courses in all subjects and at all levels demand rigorous application. Many courses offer subjects or approaches rarely found in the conventional secondary school curriculum; all courses proceed rapidly and probe deeply, because the students are able and highly motivated. The advanced courses are conducted at the advanced placement college level.

The faculty and staff is a highly able and diverse group of men and women that numbered 130 in 1974. Many of the teachers come from the Phillips Academy faculty, the rest from other distinguished schools and colleges.

One of the most pleasant and profitable experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic level. In 1974, the 525 boys and girls came from 42 states and 16 foreign countries; 100 of them were on scholarship. The Summer Session is a national summer high school, open to all who can profit from it. No student should hesitate to apply merely because of inability to pay, but early application is particularly important for students requiring scholarship aid.

The Summer Session accepts for admission boys and girls who have done well academically and who have completed the 9th, 10th, 11th or 12th grades (detailed admissions information, pages 10-11). Many Summer Session courses are of special value to the student who will attend college in the fall.

Students choose a course or courses that will enable them to explore in depth fields where they have already demonstrated competence or to begin work in a new field. The courses are designed for the able, and they are intensive and fast-moving. Many allow or require independent work. Average class size in 1974 was 11.

The student who seeks to strengthen an area of weakness should seek some other program able to serve that need.

Students seeking academic credit for summer study should make arrangements in advance with their own schools or colleges. Since many Summer Session courses do not cover the material in standard curricula students must make sure that the course they choose will be acceptable for credit; and if a grade is required must indicate so on their application forms. Upon request, the Summer Session will gladly forward grades and a copy of the teacher's final comments. Students not seeking credit will be evaluated on a pass-fail basis or, if they wish, by a grade. All students will receive written comments.



Course Load

The normal Summer Session program is 18 hours of class meetings a week. Typically, the 18 hours are filled by a major course meeting 12 hours a week and by either a Writing Program course or another kind of minor course.

Since, in general, one hour of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with the 18-hour program.

Honors Program

Students of exceptional ability with compelling reasons to elect an additional 6 hours of work may, with the approval of the Director of Admissions, do so. To help defray the extra expense involved students who elect an "honors program" will be charged an additional \$100. Students with 24-hour programs should expect little free time; if the load proves too demanding, they may ask or be required to drop back to the normal 18 hours. Under such circumstances, the additional tuition is not refundable.

Advanced Placement Program

During the summer it has been customary for the Faculty of the Andover Summer Session to offer certain courses which provide a strong background for students who intend, at some later date, to elect one or more Advanced Placement Examinations.

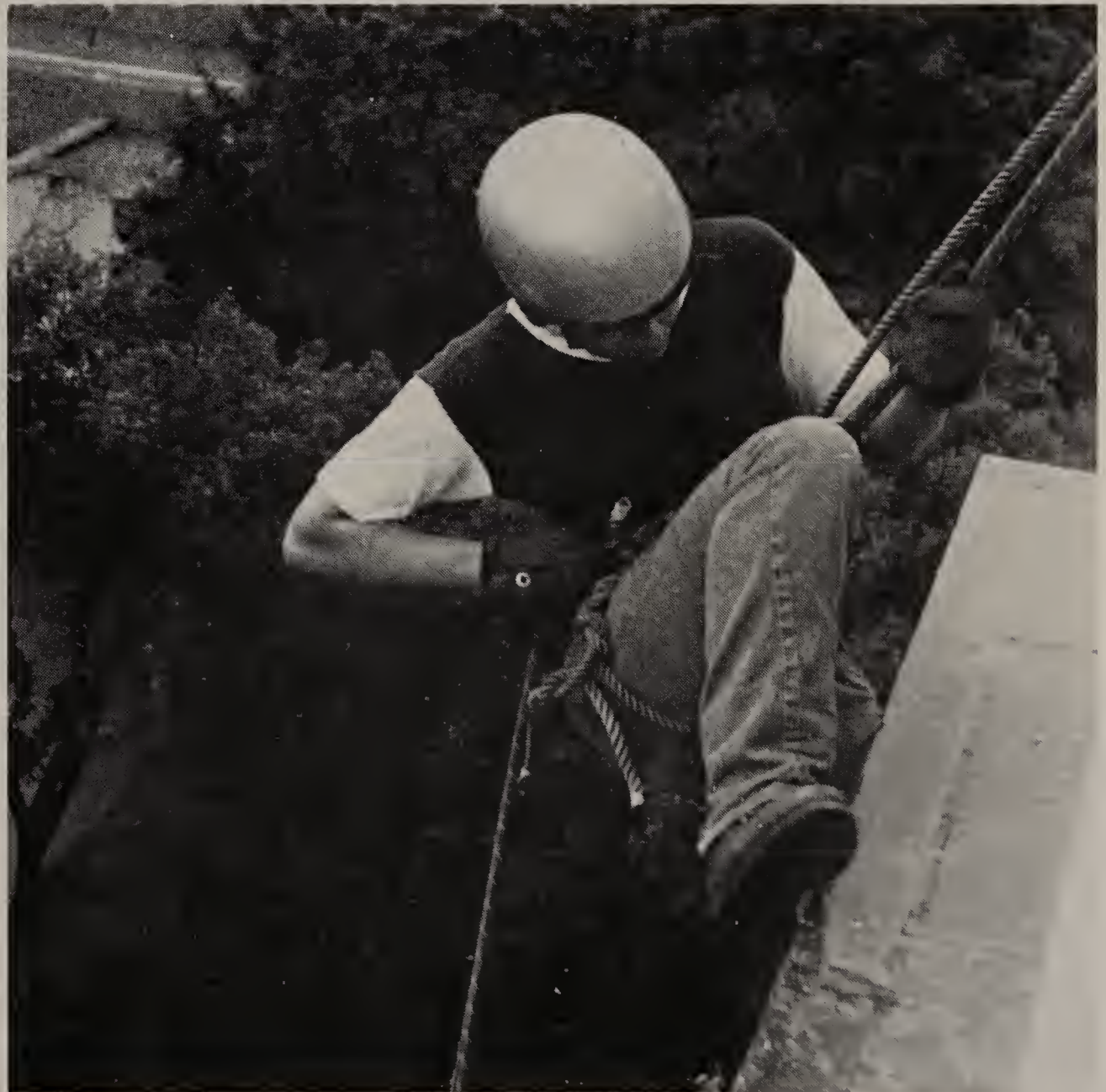
This coming summer, such courses will be offered in the following fields: English, Calculus, Chemistry, and United States History.



- Major Courses** Students should select their courses with great care, noting any prerequisites. Mrs. McKee, the Director of Admissions, is happy to advise applicants. Applicants should list, in order of preference, the alternate courses that they are prepared to take if their first-choice courses are already full or have been withdrawn. The Summer Session reserves the right to withdraw any course that fails to attract a sufficiently large enrollment.
- The Writing Program** The teaching of writing in the Summer Session rests on the belief that the student learns best from constant practice and from careful criticism of his work. Teachers meet their students in individual conferences, in small groups, or as a class, according to the needs of the students and the current work of the course. Although a Writing Program course is not required in 1975, the Summer Session urges all applicants to consider carefully this chance to improve such an essential skill. For description of Writing Program courses see pages 49-50.
- Seminars** In addition to the major and minor courses, teachers and students offer small seminars. These are informal and voluntary groups which meet for a two week period in order to investigate and discuss topics of mutual interest. In order to focus on those issues and topics of keenest interest to the student and faculty participants, topics are announced and students sign up after the Summer Session begins. They emphasize discussion but may also require reading and individual reports.
- Seminars in the past have focused on topics in literature, current affairs, and psychology (for example, *Amazing Holland*, *Personality Theory and the FIRO-B Test*, *Asian Journal – 1972-73*) or provided an introduction to specialized fields.
- English as a Second Language** For foreign students attending or planning to attend school in the United States, the Summer Session offers a unique program in English as a Second Language. In addition to formal instruction in English, the program provides each participant with an American roommate/tutor for constant practice in ordinary patterns of speech. The ESL program aims not only to improve students' command of the English language but also to give them practical experience with American social life and customs. Regular Summer Session applicants willing to make a serious commitment as an ESL tutor should indicate this on their applications.

ENCOUNTER

In recent years the Summer Session has developed a unique outdoor education program, ENCOUNTER. In 1975 it is again available as a special afternoon activity, directed by Phillips Academy faculty who work with similar programs throughout the year. In general ENCOUNTER is a series of physical and psychological challenges, such as night and day compass-bearing hiking, rock climbing and rappelling, white-water canoeing and obstacle course maneuvers — in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Past popularity requires that ENCOUNTER be given twice, in three-week segments, to allow the largest possible enrollment.



Admission

Candidates may obtain application forms from the office of the Summer Session. A completed application consists of an autobiographical statement, the school report, a confidential recommendation from one teacher, and a \$5.00 application fee. All applicants are urged to encourage those preparing the school report and the confidential recommendation to submit this essential material promptly.

The Summer Session seeks to admit those students, whatever their ability to pay, who can best profit from and contribute to its program. Often, candidates are the best judge of their fitness for the Summer Session. If they are attracted by the opportunity to spend six weeks in challenging, disciplined study, they are willing to work hard, place their studies first, and accept the restrictions of living in a residential school, they should apply. If not, they are likely to have an unhappy experience. Parents are urged not to allow their children to apply if they are seriously reluctant to commit themselves, during their vacation, to demanding studies and the rules of boarding school life.

The Admissions Committee ordinarily considers students who have completed the 9th, 10th, 11th, or 12th grades, although applicants who have finished only the 8th grade may be admitted if they are academically qualified and socially mature.

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong high school record, but it may make an exception for a candidate who shows unusual and promising interest in a particular course. The most important qualification is the serious desire to spend the summer in challenging, disciplined study.

The Committee further considers the applicant's capacity to contribute personally and intellectually to the life of the Summer Session. Since it is not possible to admit all students who qualify, and because the diversity of the student body adds greatly to the Summer Session, the Committee gives preference to those qualified students whose



interests, achievements, geographical location, experience or background most enrich that diversity. The Committee also values unusual competence in any field. Preference is also given to older students since they may not be able to apply later. Since the capacity of the Summer Session is limited, early application is highly desirable to avoid disappointment. Applicants who have not previously attended the Summer Session are given preference over those who wish to study here a second summer.

Scholarships Many partial and full scholarships are awarded according to need to well-qualified applicants. Scholarship need is determined on each scholarship application by computation based on parents' income and not solely on academic performance. Please do not apply for aid unless it is absolutely necessary for your attendance. No student should hesitate to apply merely because of inability to pay. Scholarship candidates should **apply as early as possible and before March 1**.

To avoid delay, those who require aid should request scholarship application materials **when they first write to the Summer Session**. The Summer Session supplies information that helps a family estimate its eligibility for aid, and it requires the family to complete a confidential statement of its financial situation.

Expenses The \$980 charge for boarding students includes tuition, board, and room. The day student charge of \$700 covers tuition, all meals, and a dormitory desk. Within two weeks of acceptance, the student pays a non-refundable \$50 deposit, credited towards the tuition charge. The balance is due at opening day unless other arrangements have been made in advance with the Director of Admissions. All checks should be made payable to the Trustees of Phillips Academy. A student who, for cogent reasons such as illness, is forced to withdraw before the end of the third week may receive a rebate for one-half the session. No rebate will ordinarily be made to a student who is dismissed or withdraws without compelling reasons.

**Special
Honors Program**
Extra Tuition \$100
(see page 6)

All students are expected to live simply. Expenditures for books, trips, personal laundry, medical insurance, and incidentals run from \$50 to \$125. Some books can be rented from the Loan Library. Students are encouraged to set up drawing accounts in the Treasurer's Office.



**Individual
Responsibility
and Discipline**

The Summer Session assumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs, and to take responsibility for their own actions whether or not they are covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not smoke, gamble, possess or use alcohol or drugs, or drive or ride in a private car without permission.

Students who show themselves unwilling to conform to the rules or the spirit of the Summer Session, who neglect their work, or who are believed to jeopardize the welfare of others will be dismissed.

Quiet Hours

The morning hours (except for the school meeting period) and the evening hours from 8:00 until bedtime are quiet hours. During these hours students should be in class or engaged in quiet study, reading, writing, or thinking. After 8:00 p.m., they are to be in their dormitory, the library, studio, or language laboratory, which are supervised to ensure quiet.

The Calendar Wednesday, June 25

Registration, 9:30 - 3:00

Lunch, 12:30 - 1:00

Meeting for students and
parents, 4:00

Tea for students, parents, and
faculty, 4:30 - 5:30

Thursday, June 26

Classes begin

Wednesday, August 6

Departure. Students leave on
Wednesday after 12:00 noon. The
school sends buses to the Boston
airport, bus terminal, and railroad
station.

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The Daily Schedule

7:15 - 8:15

Breakfast

8:00 - 10:00

Classes

10:00 - 10:30

School Meeting and informal
discussion

10:30 - 11:30

Classes

11:40 - 12:40

Classes

12:15 - 1:15

Lunch

1:45 - 3:30

Afternoon activities

4:00 - 5:30

Classes

5:30

Dinner

8:00

Study/Quiet hours begin

School Meetings

From time to time School Meetings are held which provide an opportunity for the school to meet, sometimes to gather formally for a speaker, concert, or school business, but more often to meet and talk informally over coffee, milk, and cookies.

Activities

Opportunities in addition to the academic program include speakers from various fields, film classics, and innumerable activities that vary from year to year according to the initiative and interests of the students. In the past, students have published a newspaper and a literary magazine, presented concerts and plays, organized seminars, raised money for scholarships, volunteered in hospitals or in an education program for migrant workers, and hosted students from an Upward Bound program. All of these activities are offered at no charge to members of the Summer Session. In addition, the school arranges day trips to theaters, museums, colleges, beaches, and ball games, at the student's expense.





Dormitory Life

For many students, living closely with other young people of widely different backgrounds is one of the most rewarding experiences of the Andover summer. For that reason, in particular, requests for friends as roommates cannot be honored. A faculty member, known as the housemaster or housemistress, takes direct responsibility for the fifteen to twenty students in his or her unit. They know the background and the standing of each of their students, act as their counselor, and write a report of the student's progress at the end of the summer. Parents should feel free to write the student's housemaster or housemistress and to report any facts that may affect the student's work or behavior. Dormitory rooms are equipped with furniture and bed linen. Students furnish their own towels, blanket, desk lamp, and fan.

Weekend Excuses

With written permission from their parents and from the school, students may (except on the first weekend) be away from school on Saturday or Wednesday afternoon or on Sunday, or they may make an overnight weekend visit to their own home or to a friend's. Overnight excuses expire at 8:00 p. m. Sunday, day excuses at 8:00 p. m. on the day of the excuse.

Dress

Dress is informal, but students are expected to be well groomed and to use good taste in their choice of clothing. Boys and girls usually wear shorts to class. For some occasions girls wear dresses and boys need coats and ties.

The Work Program

Students make their own beds and keep their rooms in order. They also have a work assignment, taking a turn at work in the dining hall or some other task.

Required Afternoon Activities



Four afternoons a week each student is required to take part in one of the afternoon activities: athletics, music or vocal groups, dramatic workshop or one of the special activities. Most activities are divided into three-week periods, so there is an opportunity to change activities for the last three weeks.

Athletics

The Summer Session has a strong instructional and recreational athletic program. Such sports as tennis, swimming, archery, soccer, karate, softball, volleyball, badminton, weight training, ballet, and modern dance are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Music

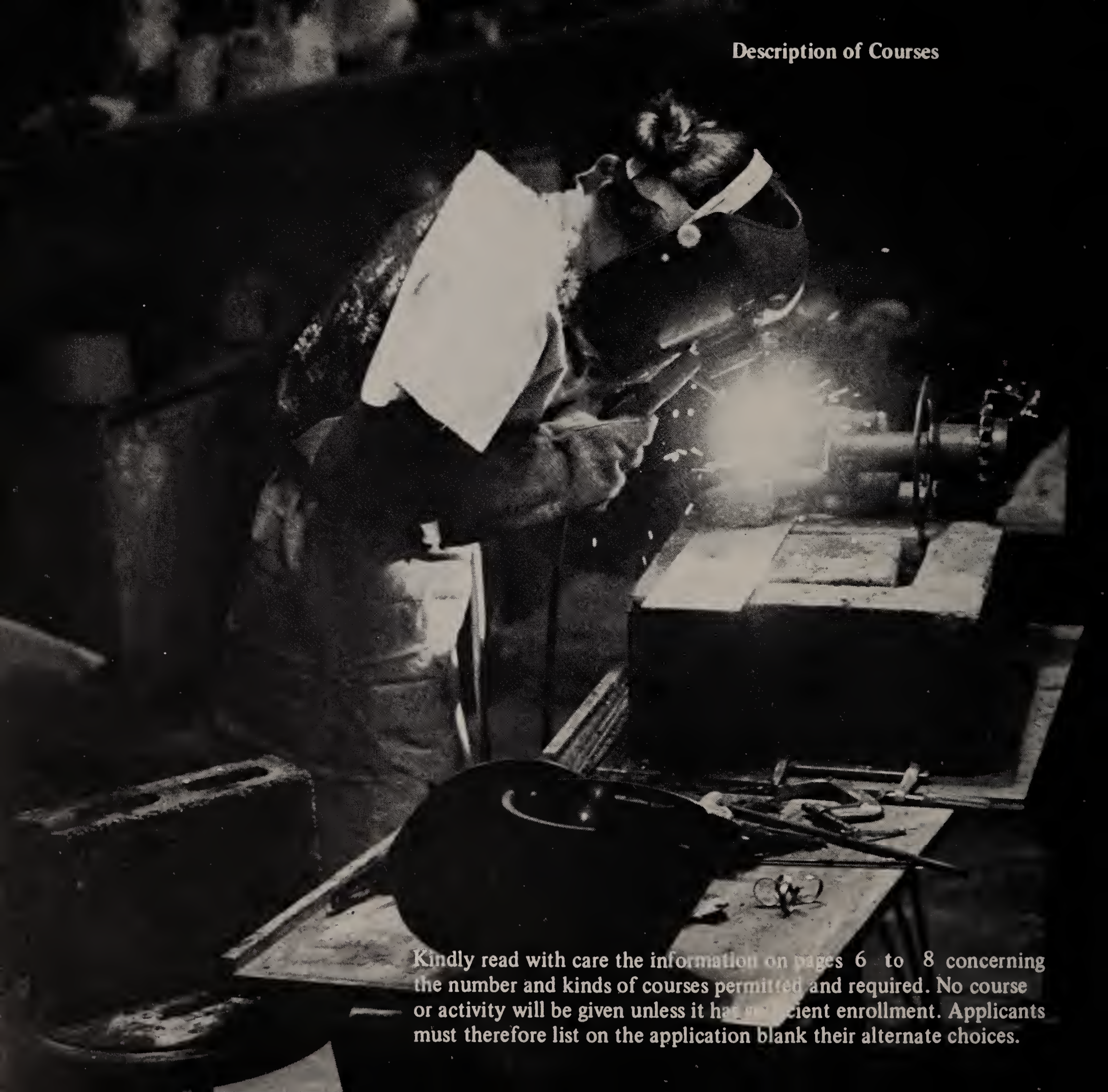
The active and varied music program is one of the special pleasures of the Summer Session. The afternoon activities period makes it possible for students to participate in musical activities whether or not they have chosen a formal course in music. Numerous offerings in concert band, orchestra, instrumentation, and ensembles of varying sizes are complemented by the choral program including choir, chorus, madrigal singers, and a folk-singing group. Students are urged to bring their musical instruments.

Dramatic Workshop

Small sections work on one-act dramas, plays for voices, role playing techniques, mime, improvisation, and other projects. Designed for the beginner and the experienced alike, the workshops often present one-act plays at the conclusion of the three week period.

Special	Of particular interest are a number of activities not normally available in secondary schools. Some of the most popular are cycling, mountain climbing, folk games and dances, and water polo.
Health Supervision and Medical Expenses	The Isham Infirmary-Hospital of Phillips Academy is accredited by the Joint Commission on Accreditation of Hospitals and is fully licensed as a hospital by the Commonwealth of Massachusetts. Graduate nurses are on duty at all times, and a physician is on call. All minor illnesses and injuries are treated at Isham by the hospital staff. Parents are responsible for the cost of out-patient surgery, medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, and orthopedic appliances. Daily charges are made when a student is admitted to Isham. A family medical insurance policy will meet most inpatient charges at Isham, and a low-cost voluntary medical insurance plan, which supplements but does not duplicate the family coverage, is offered to all students. Details will be sent after acceptance. Students accepted in the Summer Session are not required to have routine physical examinations if they are in good health. Forms will be provided for a medical questionnaire by parents, for a record of current immunizations, and for parental consent for treatment. If significant health problems or hazards, such as allergies, exist, they MUST be reported and accompanied by current evaluation and recommendations by the appropriate physicians.
Religion	Roman Catholic and Protestant churches of many denominations, located near the school, welcome students of the Summer Session for Sunday worship. Jewish students and teachers conduct services on Friday evenings.
Visiting Teachers	The Director is happy to make arrangements for any teacher who wishes to observe Summer Session classes.
College Counseling	A special feature of the Andover Summer Session is the services of a fulltime College Counselor who arranges for trips to colleges and universities in the northeast and schedules meetings on the Andover campus for college representatives.
College Board Tests	Students who wish to take the College Board SAT on June 28, 1975, may do so at Phillips Academy. Registration for these examinations must be completed by the student directly with the College Entrance Examination Board, Princeton, New Jersey 08540 before May 15, 1975. These students should enter the following in Item 5 of the College Board Registration Form: 2996 Phillips Academy, Andover, Mass. 01810.

Description of Courses



Kindly read with care the information on pages 6 to 8 concerning the number and kinds of courses permitted and required. No course or activity will be given unless it has sufficient enrollment. Applicants must therefore list on the application blank their alternate choices.

**Andover in Mexico
A Summer Session in
Social Sciences and
Spanish**

Under the supervision of Phillips Academy these courses are taught by the Academy's faculty and members of IMLE* in Leon, Guanajuato, Mexico. Leon is a large modern city in central Mexico located on a 6000 foot plateau in the Sierras, thus having pleasant summer temperatures between 70-80 degrees.

All students live as members of middle-class Mexican families. Many of these families have had former Andover students, and all of them are closely connected with IMLE. Frequent field trips offer the opportunities to observe and study various aspects of life and work in modern Mexico. A final trip to Mexico City is optional.

Both Revolutionary Mexico and Spanish in Mexico will be offered as major (12 hour) and as minor (6 hour) courses. Preference will be given to applicants who wish to enroll in the full 24 hour course of study. Other applicants who prefer to elect the normal summer session program of 18 hours will choose one of the courses as a major, the other as a minor.

The cost of the program is the normal Summer Session tuition charge (\$1,080 for a 24-hour course of study; \$980 for an 18-hour program). This fee covers room and board and transportation in Leon and for scheduled field trips. Academic credit for successful achievement in both courses may be earned by students enrolled in the winter session of Phillips Academy. Scholarships and travel grants are not available for this program.

*IMLE — Instituto Moderno de Lenguas Extranjeras (Cultural Institute of Modern Languages)

**Revolutionary Mexico
12 hours or 6 hours**

In this course students study the mestizo culture as viewed by anthropologists, historians, sociologists, economists, and political scientists.

Four concepts serve as the focus for study: (1) how new cultural patterns mix with old traditions; (2) how poverty exists in the face of economic progress; (3) how political changes are effected through revolution; and (4) how political power and decision-making are encased in the revolutionary tradition.

Representative readings include the writings of Azuela, Diaz, Lewis, Lopez y Fuentes, Paz, and Tannebaum.

Spanish in Mexico
12 hours or 6 hours



**American Myths and
American Attitudes**
12 Hours

ELEMENTARY LEVEL: Direct experience with the Spanish language takes place through intensive practice at IMLE. Students learn vocabulary and pronunciation quickly so that they are able to understand and to begin basic conversation with their Mexican families and the people of Leon. The main thrust of the course is the spoken language. Course periods are devoted to the study of Spanish grammar so that students are using proper Spanish in daily conversation. At the successful completion of the six weeks term, students should be ready for a regular third year or accelerated second year Spanish course in the United States.

INTERMEDIATE LEVEL: Students have the opportunity to improve their oral use of Spanish through laboratory facilities and classroom participation at IMLE and living with a Mexican family. In addition to the aural/oral skill, students have exercises in written compositions.

ADVANCED LEVEL: Facilities at IMLE, class instruction, Mexican periodicals and newspapers as well as individual projects enable students to study Mexico through its history, literature and current affairs. Daily use of the language through the family with whom the students live, through classes conducted entirely in Spanish and through interviews with leaders of the Leon community bring about great fluency and understanding of the Spanish language.

Since the time of the first explorers, America has been the subject of all kinds of exaggerated stories and myths. Before the country was settled, the Europeans had convinced themselves that it was a dream-come-true where gold grew on trees and youth was eternal. Visitors and immigrants projected their dreams and desires on the unknown territory. As time passed, these images merged with experience to become the basis of much of American Culture.



This course uses the writings of Ben Franklin, Lewis and Clark, William Faulkner, Tennessee Williams, Studs Terkel, Lillian Hellman, Elinore Pruitt Stewart, James Agee, F. Scott Fitzgerald, and stories about Davy Crockett, Buffalo Bill, Mike Fink, John Henry, Stagolee and Annie Oakley. The songs of Woody Guthrie and Bob Dylan, comic books, cartoons and movies also help explore some of the themes, common ideals and misconceptions which recur throughout the American experience. Attitudes towards poverty, old age, friendship, minority groups, and ethical standards which stem from the dominant cultural values are discussed.

Anthropology and Archaeology 18 Hours

This course is designed to provide the student with the basic techniques of archaeology and an understanding of culture theory. Field work (students participate in the excavation of the site) in archaeology is combined with readings and classroom discussions in cultural anthropology. The archaeological data derived from the prehistoric New England site confronts the student with problems concerning technological development, diffusion, spatial-temporal relationships, and cultural change. The classroom experience, by stressing the organization of societies, an in-depth look at material culture, and the concept of the "ethnographic analogy" gives the student the fundamental knowledge to interpret archaeological material. The synthesis of the two experiences provides the student with an understanding of how the inter-relationship of archaeological data and cultural theory helps the anthropologist to develop a clearer picture of prehistoric cultures.



**Issues in
Criminal Justice**
12 Hours

This course examines major issues and institutions in the American criminal justice system. What psychological and social explanations have been advanced as causes for criminal behavior? Should different kinds of crimes (white collar, street, organized, victimless) be treated differently? What should be the relationship between punishment and rehabilitation? What forms of correction are particularly effective? What are law enforcement agencies, courts, and correctional institutions like?

Field visits to a police station, a court, and a house of correction supplement readings which include *Crimes Without Victims*, *The Valachi Papers*, *The Psychopath*, *In Cold Blood*, *Crime in America*, *Attica*, *Police in Trouble*, *Violence and the Police*, and *The Autobiography of Malcolm X*.

**Medicine and Law:
The Concerned Professions**
18 Hours

In recent years college students seeking professional careers in law or medicine have faced a serious dilemma. Because of changing educational patterns in both fields and pressure to hasten the academic process, students are less able to explore their seemingly boundless opportunities. "Medicine and Law" is designed for students who believe they may be interested in medicine and/or law. It is meant to help each individual discover where his or her personal interests lie.



The course consists of lectures, discussion sessions, and readings which the students may choose from a list of modern non-fiction and fiction related to wide topics. All material of a technical nature is covered in class. Lectures in human physiology, anatomy, pathology, and psychiatry, as well as civil, constitutional, and international law give substance and perspective to discussions of controversial topics.

A special feature of this course is its diverse faculty. Practicing physicians and lawyers join the regular staff to treat from legal, social, and medical-scientific points of view issues demanding cooperative medical and legal problem-solving, such as the rural and urban health care delivery crisis, drug use and abuse, environmental pollution, abortion, crime, and related topics. In this manner students are introduced to many major specialty fields within law and medicine and to broader aspects of each field which affect the future of this country.

The Russian Prophets 12 Hours

Since Peter the Great, Russians have been inspired by a sense of personal and national destiny. Social, psychological, and religious forces have persuaded writers and leaders, such as Turgenev, Dostoyevsky, Herzen, Tolstoy, Gorky, Lenin, Trotsky, Pasternak, Solzhenitsyn, and Sakharov, to seek the solution of individual and sociological problems in universal reforms. Recurrent concepts of collectivism, alienation, nihilism, perfectionism, and competition with the West peaked, but did not end, with the Revolution. By analysis of these ideas in selected works students develop understanding of contemporary Russian institutions, values, and goals.



Art and Film

Advanced Photography 12 Hours

An advanced course in experimental darkroom techniques and in studio lighting for students already familiar with their cameras and the darkroom. Special features include the use of large format (2¼ and 4 x 5) cameras supplied by the school and field trips to coastal locations. Expendables cost about \$25.

The Art of the Film 12 Hours

An intensive introduction to the art of the film. Everyone goes to the movies — why? What are we seeing when we view a film? Is cinema really “truth 24 times a second”, as Jean-Luc Godard said?

The course examines the emergence of film as an art form in the 20th century. Theory and technique are studied through viewing, discussing, and critiquing the work of significant directors.

Class films are supplemented by trips to Boston to see additional films. Students have some opportunity for working on their own films and videotape. Open to those students who have completed at least the 10th grade.

Ceramics 12 Hours

A course in handbuilding and wheel throwing. Beginners or advanced students are accepted and given individual visual problems and instruction in relation to background and ability. Functional and non-functional forms are pursued with the emphasis always on artistic endeavor, i.e., creativity: the combining of simple forms to make a finished piece. Field trips and films are also planned.

Equipment includes 13 wheels and kilns for all types of firing: low fire, sawdust, wet fire, raku, stoneware, porcelain and salt. Glaze studio provides chemicals and equipment for the making of one's own glazes. Students in this course are expected to participate in the loading and firing of the kilns.

Studio Art
18 Hours

This course offers a unique opportunity to broaden and develop one's perception and communicative skills. Emphasis is on a fresh look at the environment and techniques for responding to it. The teachers, practicing artists themselves, give specific instruction in a wide variety of methods of printmaking, painting, and sculpture. Preparation involves evening work in the studio, life drawing, films, readings, and trips to museums and galleries.



Dramatics



**Acting and
Directing Workshop**
12 Hours



Building upon acting exercises, theatre games, improvisation, and a careful consideration of character analysis and scene study, the class moves toward public presentation of scenes and/or plays from classical and modern sources. While the emphasis is on acting, the class also studies directing methods; interested class members then direct manageable scenes under the guidance of the instructor. The question for actor and director is: How does theatre achieve a sense of reality on stage?

Texts include such works as Uta Hagen's *Respect for Acting*, Cole and Chinoy's *Directors on Directing*, or Peter Brook's *The Empty Space*; working scripts might be chosen from the plays of Miller, Wilder, Shakespeare, Simon, O'Neill — the choice will depend largely upon student interest.



**Advanced Literary
Analysis**
18 Hours

For the student of literature, who may intend to take the Advanced Placement examination in English, this course offers both intense close reading and more general discussions of literary theories. The readings are chosen from all genres and from most major periods: Homer, Sophocles, Plato, Chaucer, Shakespeare, Jonson, Donne, Herbert, Marvell, Swift, Pope, Fielding, Keats, Dickens, Browning, James Proust, Joyce, Woolf, Faulkner, and selected modern poets, dramatists, and writers. Frequent writing both in and out of class focuses on explication, with considerable attention to the student's own writing style. Although the course is intended to expose the student to as many forms of literature as possible, the sequence of the readings is less chronological than thematic: a tragic view of man, the comic view, the satiric view, the psychological view; man and society, man and nature, man and himself. The class is primarily a discussion group, with opportunity for outside, independent research under the guidance of the instructor.

Basic Skills in English
12 Hours

This course is for the student who has trouble in literal statement, both written and oral. It features regular drills in fundamental English sentence patterns for the purpose of helping students reach an acceptable level of clarity and correctness.

**Black Letters
and Thought:
1920-1960**
12 Hours

Beginning with a study of the literature of the Harlem Renaissance, the course moves to consider "the Age of Wright" and culminates with an investigation of the statements of protest during the late 1950's, the period of "Black Militancy." The basic text for the first part of the course is Alain Locke's cultural anthology, *The New Negro*. Representative writers include Claude McKay, Jean Toomer, Zora Neal Hurston, Langston Hughes, Countee Cullen, and James Weldon Johnson. Richard Wright's novels serve as the core reading for the second half of the course, although Drake and Clayton's *Black Metropolis*, Ralph Ellison's *Invisible Man*, and the early works of James Baldwin are read, as well. Throughout the course the study of literature is placed in a firm historical and sociological perspective.

English

Competence in Reading and Writing 12 Hours

Taught at a higher level than Basic Skills in English, this course is designed to help students achieve a thorough mastery of essential skills. Topics studied include recognition and use of the basic elements of a sentence, sentence patterns, punctuation, paragraph development and coherence, and the composition of a unified exposition. The course encourages the acquisition of important reading skills in conjunction with the study of writing. Passages that have been composed by skillful writers are evaluated for their particular strengths: organization, logic, point of view, tone, diction, transitional devices. Overall the emphasis is on a student's grasping first the literal level of a text, then seeking the more sophisticated levels.

Creative Writing Workshop 12 Hours

A course aimed at developing a student's ability to write poetry and narrative prose (the short story and allied forms). Although the exact direction of the course depends to some extent on the inclinations of those enrolled, students read widely in modern and contemporary literature; engage in the most active sort of group criticism; and experiment with both traditional and avant-garde forms of writing.

Developmental Reading 12 Hours

The course is designed for students who would like to increase their reading skills. Students with specific reading disabilities should not consider this course. Time is spent each day on drills and exercises which are expected to improve gradually the students' reading speed and their speed of comprehension. Suggestions are given in class and by individual conference for improving reading techniques to suit the material students may be faced with in high school and college. The bulk of the students' reading for the summer is in a group of 12 novels which each member of the class chooses with the advice of the teacher.





**Growing Up in
America**
12 Hours

As students read extensively in recent American fiction, poetry, and autobiography, they examine many of the moral and social problems facing a person maturing in our contemporary culture. How does a growing American learn of love? of sex? of death? of failure? of loneliness? and then how does a person live maturely with what he has learned? As students form tentative answers to these questions, the course asks them to scrutinize their own experiences and to draw conclusions about their own social educations. Students also read several sociological analyses of American society and youth. Readings include *Look Homeward, Angel*, Wolfe; *All the King's Men*, Warren; *The Bell Jar*, Plath; *Going All the Way*, Wakefield; *Invisible Man*, Ellison; short stories by Malamud, Updike, and O'Connor; and selected poems of Agee, Dickey, and Berryman.

**Modern Asian
Literature**
12 Hours

This course offers a pot pourri of modern Asian poetry, drama, fiction, and essays from India across Asia to Japan, in the best available translations. As students are introduced to some of the dominant and diverse social and political themes occurring again and again in modern and revolutionary literature, they gain both a particular insight into Asian culture and appreciation of the beauty, vitality, and universality of this great literature.

**Modern European and
American Fiction**

12 Hours

The exploration of the self and of the external world have been a major concern of modern fiction. How much can we know about our own desires and motives? Can we ever fully know other people? What is our relationship to the external world? How reliable and complete are our perceptions of it? This course emphasizes the close reading of a number of works which explore these and related questions.

Several short papers will concentrate on critical insight and interpretive skills. Through creative exercises, students will relate their own experiences to the themes and concerns of these works. Readings will be supplemented by films and poetry as they apply.

A tentative list of works: Henry James, *The Turn of the Screw*; Fyodor Dostoevsky, *Notes From the Underground*; Joseph Conrad, *Heart of Darkness*; Ford Madox Ford, *The Good Soldier*; Franz Kafka, *Metamorphosis*; William Faulkner, *The Sound and the Fury*; Sylvia Plath, *The Bell Jar*; Vladimir Nabokov, *Lolita*; Luigi Pirandello, *Right You Are If You Think You Are*; Herman Melville, *Benito Cereno*; James Joyce, *Portrait of the Artist as a Young Man*; Marcel Proust, *Combray*; Jorge Luis Borges, short fiction; Thomas Mann, *Death in Venice*; Virginia Woolf, *To the Lighthouse*; F. Scott Fitzgerald, *The Great Gatsby*.

**The Composing Process:
Madness and Measure**

12 Hours

Limited to students who have completed the 10th, 11th, or 12th grades. Although primarily an intensive workshop in literary composition, this course also explores visual and performing arts as artistic compositions in themselves and as analogues for poetic, fictional and dramatic writing. It provides a study in how ideas are shaped (that is, composed) into works of art, and raises such questions as: Where do ideas come from? What is the nature of the creative process? What is the task of the artist? What are the aims of art? Working from personal observations, experiences, memories and fantasies, students learn to control their ideas through analyzing and performing the several options available to writers. They study the varieties of points of view, dialogue, the connection between plot and character motivation, and the nature and capacity of figurative language.

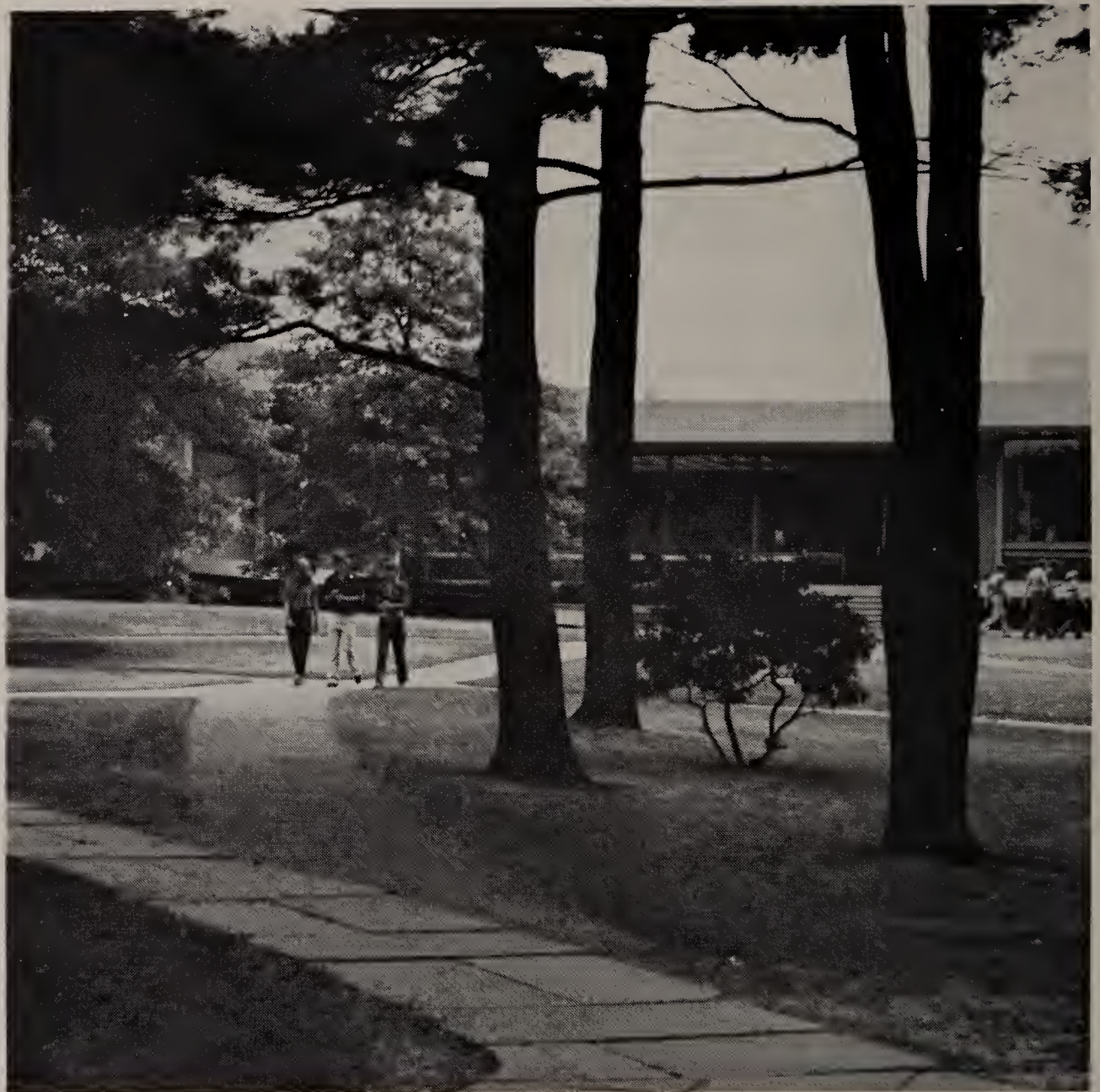


Representative texts include: Faulkner, *Absalom, Absalom!*; Ghiselin, ed., *The Creative Process*; Hemingway, *In Our Time*; Joyce, *Portrait of the Artist*; Moffett & McElheny, eds., *Points of View*; Shakespeare, *King Lear*; Surmelian, *Techniques of Fiction Writing*; Thomas, *Under Milk Wood*. Poets studied include: Auden, cummings, Eliot, Frost, Stevens and Yeats.

Thoreau “. . . he hears a different drummer.”

12 Hours

Here is a philosopher from New England’s literary past whose observations from a bygone century speak directly to this questing generation with wit, humor and irreverence in terms that we can grasp and make our own. Thoreau spent his life seeking a true and simple code of values. He was a man who dared to be different — essentially a loner who recorded in lucid, sparkling prose what he saw in nature and his fellow man. He makes us chuckle and exclaim with delight with his puckish talent for tearing away the sham of tradition and facade that society holds dear. His way of life is spare yet rich in true involvement with the countryside that he explored and described vividly. The forerunner of today’s non-conformists, pacifists, ecologists, amateur naturalists, his appeal is to the growing army of people who yearn for a simple life. The course offers a chance to examine Thoreau’s works — *A Week on the Concord and Merrimac Rivers*, *Cape Cod*, *The Maine Woods* and *Walden* and the essay, “Civil Disobedience.” Students make overnight and day excursions to revisit by car, canoe, and on foot the New England scenes that he described.



**The American Economy:
Theory and Practice**
12 Hours

This course provides a broad survey of the economy of America, treating both current and historical patterns. Readings begin with the early American attempt to combine classical economic theory and the vagaries of the marketplace. Emphasis then shifts to a study of the rise of industrial America at the turn of the century. Finally, the course turns to its central concern: the current interplay between prime facets of the American technical-industrial state: capital, money, credit, banking, corporations, unions, the securities market, manufacturing, and the role of the Federal Government. Anyone who is intrigued and perplexed by what makes a modern industrial society “tick” will find much to study and much to ponder.

**American History:
A Journey through the Gaps**
12 Hours

Think of it . . . American *people* are badly underrepresented in the history of the country. History, to a large extent, is what historians *do*. And what they have traditionally done is to write about Presidents and politicians, poverty and prosperity, war and peace. Surely any nation is more than this. Indeed, America is. Recently some historians have been “doing” new work in the area of social history. The results are fascinating. To judge for yourself, take this brief “True or False” test: (1) Young men and women used to marry at a very young age, much younger than now. (2) Life expectancy is greater now than it ever has been in America. (3) Police departments were formed to combat increasing crime.

All of these statements are *false*. (And there are many more like them.) If you answered otherwise you continue to believe at least some of the errors about the American past. This is a journey through these gaps in understanding of American history; it is an examination of the past which relates previous personal behavior to that of the present. The prerequisites are few — a sense of humor, an eye for irony, and a distaste for platitudes.

Ancient History
12 Hours

The course deals with Greek and Roman History from the Minoan Period to the Coronation of Charlemagne in 800 AD. Emphasis is placed on the foundation of modern political and cultural institutions in the Ancient World. The reading is not only from modern interpretations of the period but as much as possible from ancient sources in English translation. Among these are selections from Herodotus, Plutarch, Thucydides, Livy, Suetonius, Tacitus and others.

**Modern European
History**
12 Hours

This course studies the political, economic, and intellectual revolutions which have helped to mold the modern world. At first the focus is on the period from 1789-1914, with continuing attention to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. Attention then turns to topics in 20th Century Europe: the two World Wars, and their effect; the nature of totalitarianism; the cold war, and the rise of the superpowers.



**Oil and the
Middle East**
12 Hours

An historical view of the contemporary significance of the Middle East in the world. Three strands of that history are studied in detail: the growth of Arab nationalism in the early twentieth century; the Zionist movement and the growing migration of the Jewish people to Palestine; and the political and economic imperialism of Western powers in the Middle East. These studies serve as a background to a careful examination of the period after 1948, in which the important themes are the conflicting aspirations of Arabs and Israelis and the open warfare between them, the growing unity of the Arab nations and their appropriation of oil resources for their own economic and political benefit, and the role of the United States and the U.S.S.R. in Middle Eastern affairs.

The course demands careful and critical reading of original sources. Although there is some writing, the emphasis is on active class discussion. Study of the historical background is intended, not as an end in itself, but as a basis for informed and critical analysis of present policies and positions. The ultimate purpose of the class is to propose its own solutions.

Some representative readings: Walter Laqueur, *The Struggle for the Middle East*, *A History of Zionism*; Leonard Mosley, *Power Play*, *Oil in the Middle East*; Dana Schmidt, *Armageddon in the Middle East*.

**The American
Presidency**
12 Hours

When President Ford pardoned former President Nixon for crimes for which he had not yet stood trial, European newspapers were quick to point to the enormous powers of the American President, powers greater than those of any European Heads of State. Arthur Schlesinger, Jr., described the office as the “Imperial Presidency”.

This course studies the growth of the power of the United States’ President. What were the intentions of the men who wrote the Constitution? How have Presidents over the last 184 years viewed their office — and more importantly, how have they exercised it? Did President Cleveland really answer the White House telephone himself? What impact did two World Wars and the Great Depression have on the Presidency? Did Congress abrogate its equal status with the Executive?

All discussion of the historical background is directed towards an assessment of the American Presidency today. The class examines President Ford’s first year as President and considers how his exercise of the office fits into the pattern set by his predecessors.

Some representative readings: Emmet John Hughes, *The Living Presidency*, Arthur Schlesinger, Jr., *The Imperial Presidency* and memoirs of individual Presidents.

United States History
18 Hours

This course is for students who wish to take the CEEB Advanced Placement examination in American History. The material covered is that of the AP syllabus, stressing particularly the political and economic history of America. Using sources available in print and in the rich materials of the Oliver Wendell Holmes Library, students learn to read historical material analytically and critically and to weigh historical evidence and interpretations. Great stress is given to writing expository prose and to the formulation of essays on both broad and narrow historical topics.

A preliminary course in American history is helpful but not necessary as a prerequisite. Students entering the senior or junior year of high school in 1975 have preference for admission to the course.

Foreign Languages

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“Comment peut-on être persan?” Montesquieu’s question is rhetorical. Of course, one cannot become French, German, Spanish, Russian or Italian. But one can perhaps most effectively learn to appreciate a people by learning to communicate in their language. In a shrinking world demanding open channels of communication, knowledge of a foreign language is a key to understanding.

**French, German,
Italian, Spanish,
Russian**
12 Hours

Small classes, conducted entirely in the foreign language, audio-visual and language laboratory facilities, and the unusual opportunity for intensive study form the foundation for the Summer Session foreign language program. Occasional feature length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structures learned in the classroom. Ordinarily students are encouraged to take one of the major courses in the language of their choice for intensive study; however, if this is not possible, minor courses are described in a later section of the catalog.

Intensive courses in both beginning and intermediate languages are offered. The beginning courses create a solid foundation; the intermediate courses, after a brief review of the fundamentals, promote competence in speaking, reading, and writing through oral practice, composition, and literature. Students are assigned to appropriate levels for maximum individual progress. In many cases students find that these courses offer the equivalent of a year’s study, thus enabling them to accelerate their language program in their home schools.

Greek or Latin
12 Hours

Courses are at all levels — beginning, intermediate, advanced — with attention given to grammar, syntax, reading and Greco-Roman civilization. Students with equivalent preparation and goals form a class that takes into account their needs and future plans. A student whose preparation or goal is quite different from that of other students will be given private instruction as far as the available time of instructors allows. Language laboratory materials make possible very individualized teaching and learning. Students are sectioned after admission to the Summer Session.



As a regular part of the Phillips Academy facilities, the Academy's PDP-11 computer is available for use in conjunction with all Summer Session mathematics courses. The Director of the computer facility is available to assist students and faculty in the application of the computer to problems in mathematics and science. This work may be done as a part of a class project as well as on an individual basis.

Calculus 18 Hours

This course covers the standard topics of elementary calculus: derivatives of functions and their applications to graphing, finding extreme values, and relating rates; and integrals and their applications to determining areas, volumes and lengths of curves. Related topics including improper integrals, techniques of integration, numerical approximations, and curves in polar coordinates are also treated.

Prerequisite: two years of algebra, including some use of circular (trigonometric) functions.

This course prepares students to take the Advanced Placement Examination (AB) in Mathematics.

Computer Programming 12 Hours

Open to students who have completed two years of algebra, the course provides a unique opportunity for students to explore the potentialities and limitations of a modern high speed computer. The student learns computer language (BASIC-PLUS), writes his own programs, and tests them on a teletype connected with the Academy's PDP-11 computer, acquiring an understanding of the computer's use in curve fitting, constructing models, sorting numbers, complex calculations and other applications.

Mathematics

Elementary Algebra 12 Hours

The course provides an intensive study of elementary algebra through the solution of quadratic equations and includes an introduction to the use of the computer and to programming arithmetical ideas and skills.

Euclid's Geometry: Unhurried and Unwatered-down 12 Hours

A challenging plane geometry course for the lovers of fascinating proofs, tough numericals, and clever constructions. We pick up the Plane Geometry where today's secondary schools tend to drop it. Students have the time to explore interesting problems, to discover alternate solutions, and defend their reasoning and points of view. The traditional two-dimensional geometry of the triangle, polygon, and circle is studied in as much depth as the class can handle. Considerable work with straight-edge and compass on intriguing problems of construction and loci is planned. Prerequisites: elementary algebra and geometry.



Great Symphonic Music
12 Hours

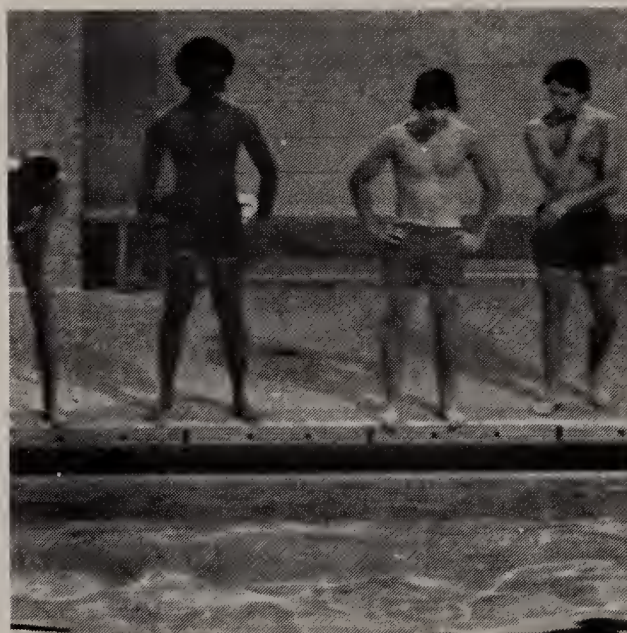
A study of the development of the symphony and symphonic forms, sonata-allegro, suites, tone poems, and the dance. The course starts with Haydn in 1750 and covers the Classical, Romantic, Modern and Contemporary Eras, with some time given to electronic music. Composers to be studied are Mozart, Beethoven, Brahms, Tchaikowsky, Dvorak, Stravinsky, Britten and many others. Representative works are chosen for detailed study, with emphasis on listening and analysis. The course includes a brief history of the composers, their lives and times. Full orchestral scores of works are used for reading and study. Hopefully trips can be planned to concerts by the Boston Symphony Orchestra at Tanglewood in the Berkshires.

Jazz Workshop
12 Hours

“If you don’t know what it means, don’t mess with it . . .” That’s what Fats Waller replied when asked once to define jazz.

The Jazz Workshop offers the opportunity to learn not only “what it means” but also “how to do it.” Under the guidance of a professional jazz pianist/teacher, students explore the following facets of jazz: theory (study of harmony, improvisation, etc.), history (research into the styles and lives of individual musicians), playing (emphasis on small combos and improvised soloing), and listening (analyzing styles, chords, rhythms, and song structures.)

Intermediate ability on one instrument and a basic knowledge of musical notation are required. Basic texts include: *Improvising Jazz*, by Jerry Coker; *Story of Jazz*, by Marshall Stearns; *Lady Sings the Blues*, by Billie Holiday; and *Smithsonian Collection of Classic Jazz* (pamphlet).



**Authenticity:
An Inquiry into
Intrapersonal
Understanding**
12 Hours

What gives your life meaning? What values do you hold highest? On what grounds do you make the daily decisions of your life? Day-to-day living passes these questions by, in unreflective, capricious ways. The course conducts an ethical analysis of how we interact with our environment. Our own experience with life is the focus, integrating it in a rigorous and systematic fashion with ideas and methods of various thinkers. Teachers and perspectives include: Camus, Kierkegaard, Buber, Kafka (Existential Ethics); Hess, N.O. Brown and R.D. Laing (Psycho-Theological Ethics); Casteneda and Baba Ram Das (Alternatives). The course develops our intellectual and emotional capacities, enabling us to examine more thoroughly such questions as What is life-long (and not episodic) happiness? What are the ingredients of wisdom? How may they be achieved? Is a drug-induced high authentic? Can meditation be done in a responsible way? How can man live, knowing death is inevitable? What would living authentically mean for you?

**Introduction to
Philosophy**
12 Hours

This course introduces students to fundamental philosophical concepts and problems. Theories of knowledge, reality, value, language and human nature will be examined in the works of Plato, Aristotle, Descartes, Nietzsche and Sartre. In addition, there will be extensive exploration of the relationship between philosophy and the arts, including philosophical analysis of both classical and modern literature.



**Developmental
Psychology:
Theory and Practice**
18 Hours

Some say that by age four 50% of a child's intellect is determined. If this is the case, then we should be concerned with the child's early psychological development.

How do children learn? How should our schools be organized? What can be done for children from deprived learning environments, or for those ready to read at age three? This course attempts to answer these and related questions by examining the three major approaches to child development: psychoanalytic, behavioral, and cognitive-developmental. Important figures to be studied in these areas are Freud, Jung, Erikson, Skinner, and Piaget.

Throughout the course the practicum experience offered by running a preschool three mornings a week and weekly trips to day care centers provides a background of concrete illustrations for our theoretical discussions. Individual projects can cover such subjects as bilingualism, moral development, play therapy, behavior modification, IQ testing and racism, children's art, psychological forces in the family, and comparative studies on day care in the USSR, China, and Israel. The course material is supplemented by movies on current research. Texts include: *Contemporary Influences in Early Childhood Education*, *Walden II*, *An Outline of Piaget's Developmental Psychology*, and various journal articles.

Philosophy, Psychology and Religion

Interpersonal Relations

12 Hours

The first part of the course is a small group experience in which the class serves as a laboratory in interpersonal behavior, investigating such questions as how does leadership arise? how do we express conflict and how do we resolve it? what is the purpose of cliques? what does it mean to be alone in a group? how do we misperceive one another? what sorts of things do we say with our bodies? Role plays, non-verbal exercises, and audio and video tape supplement class discussions.

The second part of the course consists of readings (both fiction and non-fiction) and movies examining different theories of group and individual psychology, with emphasis on the particular issues and problems of being young. The class looks at how experts and young people themselves deal with problems of competition, sex, family conflict, loneliness.

Students keep journals of their learning experience in addition to doing more rigorous writing assignments. Readings include *Experiencing Youth*, Goethals; *Games People Play*, Berne; *On Aggression*, Lorenz; *Culture and Commitment*, Mead.

An Introduction to World Religions

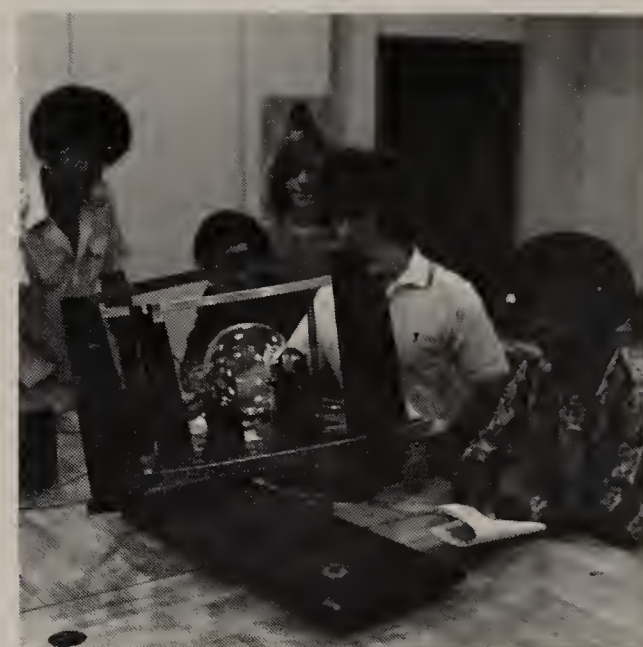
12 Hours

You may have heard of Yoga, or Zen, or the Lotus Sutra; you may meditate on Yang and Yin; you may know better than to refer to "Mohammedanism." Or you may know nothing of these things. This course explores a variety of religious experiences as expressed in some of the major religious traditions of man, with an eye always on the underlying question: "Is man necessarily and incurably religious?" Readings and discussion introduce you to Hinduism, Buddhism, Confucianism, and Taoism in Chinese culture, and to Islam, as seen against the background of western Biblical faith.

Social Psychology

12 Hours

This course is concerned with individual and group behavior and deals with perceptions of self and how we perceive others. In an effort to understand how society manipulates and influences their thoughts, beliefs, and actions, the students take part in the class which emphasizes discussion, seminar reporting, individual papers, sociodramas, and psychodramas. Speakers from and of social groups studied are heard, and films, TV, and newspapers also provide sources. Individual projects are encouraged. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and is reflected in discussion topics such as "Obey that Impulse?" "Why Close the Generation Gap?" "Images" (self, racism); "The Four Faces of Love," etc. Such topics, approached like "dot journalism" rather than encyclopedic informational retrievership, highlight human problems resulting from human interaction.



Advanced Biology
12 Hours

For able students who have completed one year of biology. A review at the Advanced Placement level of some major topics of biology, with special emphasis on the following: cell structure of plants and animals as revealed by the electron microscope; cellular respiration and photosynthesis; hemostatic regulation in animals and plants; the structure and function of neurons and muscles; the genetic code and its translation; and population genetics and natural selection. Six hours a week are spent in varied laboratory work that supplements the class discussions and trains students in the use of the stereoscopic and compound microscopes.

Advanced Chemistry
18 Hours

This course is designed for the student who has had a year of high school chemistry. The class spends most of its time in the laboratory, doing experiments not usually covered in introductory courses. This course includes work in inorganic, analytical and organic chemistry. The particularly outstanding laboratory facilities include four Mettler analytical balances, an infrared-spectrophotometer, a colorimeter, two pH meters, a top loading digital balance, new research size hoods with internal gas, water and lighting, plus ample glassware and hardware. The class also has use of the school's PDP-11 time-sharing computer through a teletype terminal in the Chemistry Department. (Instruction in BASIC is available.) Although this course is taught at the Advanced Placement level, it is primarily laboratory oriented.

Science

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Intensive Beginning Chemistry 18 Hours

The course is designed for students with high motivation and ability, and two years of high school mathematics is a prerequisite. The modern theoretical framework of chemistry is emphasized, and the laboratory work is closely related to topics covered in class.

Animal Behavior 12 Hours

This course is open to all students who have a strong interest in natural history and the study of animals in the wild. Numerous field trips are taken for the purpose of animal observations (primarily birds) to the Parker River National Wildlife Refuge, Great Meadows National Wildlife Refuge, and the Cochran Sanctuary located on the Academy campus. Other animals, such as chickens, several species of tropical fish, houseflies, fruitflies, meal worms, mice, and lizards, are studied in the laboratory. Field notebooks are kept by students, who are expected to be careful and patient observers. Some of the topics studied in class through lectures, films, and seminars are territoriality, courtship, mating, parental care, migration, environmental influence, and the evolution of behavior. Readings include reprints from *Scientific American*, *Natural History*, *Audubon*, and *Science*; and the following books, *Principles of Animal Behavior* (Tavolga), *On Aggression* (Lorenz), *The Territorial Imperative* (Ardrey), and *In the Shadow of Man* (Goodall).

Astronomy: The Universe from the Ground Up . . . 12 Hours

Some of the most fascinating and bizarre discoveries in recent years have occurred in the field of astronomy. Never before has man been so close to finding out so much about the universe around him. Even now as man's space craft are racing toward Jupiter and Saturn, his theories are reaching out beyond the solar system to explain such phenomena as quasars, pulsars and black holes. This course encompasses not only the basics of astronomy, but also treats topics on the very frontiers of research. From relativity to life in other solar systems and from space warp to the "Big Bang" theory, the course familiarizes students with the exciting discoveries of the 1970's. Class work is supplemented with slides, films, trips and video tape presentations.

About one third of the scheduled time is spent using Phillips Academy's excellent observatory. Even students with no previous background in observing learn to identify constellations, name craters on the Moon and find scores of deep sky objects. No special requirements are necessary for this course except a real desire to explore the universe from the ground up . . .

Introductory Physics 12 Hours	<p>This course seeks to develop an integrated introduction to the basic principles of physics, through the presentation of a specific problem — the physicist's concept of the atomic world. Newtonian mechanics, the conservation laws, electrodynamics, and light propagation are introduced and developed in the context of atomic and nuclear phenomena. The course is designed to be suitable for both the student who intends to specialize in science and the student who merely wishes to have a brief introduction to the physicist's modern view of the natural world.</p>	45
Oceanography and Marine Biology 12 Hours	<p>The only unexplored frontier left on our planet is the sea. What are some of the things we know at present about its animal life? The ecology, natural history, and evolutionary relationship of the key species from jellyfish to sharks and whales are discussed. Frequent field trips to rocky shores, beaches, salt marshes, and the Boston Aquarium supplement the in-class work. Ecological considerations such as oceanic pollution, endangered species, and future food sources for man are an important part of the course.</p>	
Stereochemistry, an Introductory Course 12 Hours	<p>This course is designed for students who have not had a previous course in chemistry. The only prerequisites are a year of algebra and a half year of geometry.</p> <p>Stereochemistry deals with the three-dimensional shapes of molecules and the influence of these shapes on chemical properties. Students learn of "mirror image" molecules of opposite form, which have identical chemical properties, but strikingly different biological properties. This type of chemical behavior has been called the sole line of demarcation between living and inert chemistry.</p> <p>This course is strongly oriented towards laboratory experiments which are centered on stereochemistry, including one experiment in which the mirror image molecules are separated by bacterial action. Selected readings from the papers of Pasteur and his successors supplement the laboratory experiments.</p>	

Minor Courses



- Art History**
6 Hours The course examines major movements in painting, sculpture, and architecture of the 19th and 20th centuries through discussions of representative works and trips to museums and galleries in the Boston and Cambridge area. Beginning with a general introduction to the theory of art, the course introduces French and English artists of the late 18th and early 19th centuries, and discusses all of the major movements of the 20th century, including such recent developments as Abstract Expressionism, Pop Art, etc.
- Art Studio**
6 Hours The course is designed to develop the visual perception of all students by providing a flexible program of studio experience in two- and three-dimensional design in conjunction with readings, presentations, films, and full use of the Addison Gallery, the Library, and the Arts and Communications Center. No previous experience in art is necessary.
- Ceramics**
6 Hours This course provides instruction in slab and coil building, plus wheel throwing. As in the ceramics major, emphasis is on creative endeavor. Students make their own glazes, participate in raku and open air firings, see films and may elect field trips. For description of equipment, see ceramics major.
- Photography**
6 Hours A course in technique for students who own cameras and wish to learn exposure, development, and enlarging, as well as more complex dark-room controls. Principles of visual design and their applications in painting and photography are illustrated in slide tapes and in films. Expendables should cost from \$10-\$15.
- Technical Theatre**
6 Hours A study of the art and artistry of the backstage crafts and technologies from the periaktoi of ancient Greece to the present environmental theatre. Through a combination of theoretical discussion of plays, applied practice in stagecraft in support of plays mounted during the summer, and a study of Parker and Smith's definitive text, the student gains a broader understanding of set design, scene lighting and construction, stage rigging, and lighting instruments.



**Autobiography
in America**
6 Hours

Autobiography has been an especially important and attractive form of literature for American writers. The flexibility and relevance of autobiography are attested to by the diversity of the Americans who have turned to it as a unique way of examining the self and its relation to the world. Students in this course read such autobiographical works as: *The Autobiography of Benjamin Franklin*, *The Narrative of the Life of Frederick Douglas*, *Walden*, Walt Whitman's "Song of Myself," Mark Twain's "Old Times on the Mississippi," Norman Mailer's *Miami and the Siege of Chicago*, *The Autobiography of Malcolm X*, and Richard Nixon's *Six Crises*. In addition to exploring the tradition of American autobiography and its relation to American thought, literature, and history, students acquire first-hand experiences with the genre by doing some autobiographical writing of their own.

**Classical
Influences on
English
Literature**
6 Hours

Analysis is made of several important pieces of Classical Literature in translation and their influence on works of English Literature. Among the writers studied are Ovid and Chaucer, Vergil and Milton, Horace and Pope, Homer and Joyce.

**Contemporary
Literature**
6 Hours

In addition to reading novels, plays, and poems of the fifties and sixties, the course considers the relationship between contemporary literature and the society that produces it. Readings are chosen from such writers as John Barth, Saul Bellow, Edward Albee, James Baldwin, Donald Barthelme, John Updike, Robert Lowell, Samuel Beckett, Eugene Ionesco, Kurt Vonnegut, and Flannery O'Connor.

**Fitzgerald: The Man
and His Work**
6 Hours

Few twentieth-century American writers have received the critical and biographical attention accorded Scott Fitzgerald in recent years. Invariably, the student of Fitzgerald turns to the writer's biography, to questions about the relationship between life and art. This course explores that relationship as revealed in most of Fitzgerald's major fiction and in some of those works written about his life and his work.

Plays of Shakespeare
6 Hours

The course provides an opportunity to read and discuss six — and possibly more — representative plays so as to obtain a more unified, integral view of Shakespeare than the usual "one play a year" glimpse of his genius. Students read tragedies, comedies, and histories chosen from the following: *Hamlet*, *King Lear*, *MacBeth*, *The Tempest*, *As You Like It*, *Midsummer Night's Dream*, *Henry IV, Parts 1 and 2*, *Henry V*. Choices are made depending on students' previous work. Students are encouraged to choose an individual area of interest (among them characterization, stagecraft, performance, poetic language) and pursue it during the course. This interest culminates in one paper at the end of the Session.

Poetry Workshop
6 Hours

Robert Frost once wrote, "A poem begins in delight and ends in wisdom." Too many hours of dreary analysis have taken their toll on many students, have made the reading and writing of poetry a chore rather than a pleasure. Under the guidance of a practicing poet, students in this course refine their ability to make words, lines, rhymes, stanzas, rhythms, images, and feelings come together in poems of their own, poems which begin "in delight" and end "in wisdom."

Writing Program:

Basic Exposition
6 Hours

Students learn how to explain themselves on paper with the greatest possible correctness, clarity, and logic.

Journal Writing
6 Hours

This course involves keeping a daily journal with emphasis on a variety of writing techniques. Students are encouraged to experiment with description, dialogue, poetry, stream-of-consciousness, changing point of view, and rhythm. Writings are collected in journals from observation, memory, reactions to the Summer Session experience, and the like, and then are revised in a variety of forms. Emphasis is on fresh perceptions and a developing sense of design.

English and History Minor

Writing Program:

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Language Study 6 Hours

This course investigates the nature and development of language itself and provides frequent practice in both speaking and writing. Innoculation against the false use of language and encouragement in its true use are the twin aims of the course. Representative texts include: *Words and Their Ways in English Speech*, Greenough and Kittredge; *You and Your Language*, Laird; and *Language in Thought and Action*, Hayakawa.

Newspaper Writing 6 Hours

Discussion of some professional models is coordinated with students' work in all types of newspaper writing, such as reporting, feature writing, and editorial writing. Practicing layout techniques, headline writing, and business management is optional. The end of the course is devoted to the study of journalistic ethics, reporters' rights, and the role of a newspaper in a given community. Students publish the Summer Session newspaper.

Writing from Observation 6 Hours

The course is based upon sensory experiences — seeing, hearing, and touching things. Its premise is simple: most of us do not really look at, listen to, or feel deeply the components of our daily environments. Emphasis is on careful construction of sentences and phrases, not on the essay or the paragraph.

History Minor

International Relations 6 Hours

This course focuses on the contemporary era from the international conferences of World War II and the post-war Cold War to the present. Emphasis is upon the international politics of the three great powers, the USSR, the USA, and the People's Republic of China, and the triangle of relationships between them: how a change in the relationship between two of them has a direct effect on relationships with the other. The course does not seek to fix praise or blame but rather to give the student invaluable international perspective with which to view today's problems. The relationships of the great powers to the "third world" and also the role and future prospects of the United Nations will also be considered.



**Intensive French
Conversation and
Phonetics**
6 Hours

Open only to students who have completed at least two years of French, this course places special emphasis on specific aspects of spoken French. Intended for students who understand French rather well but need to gain confidence and efficiency in speaking, the course is conducted entirely in French. Dialogues, speeches, debates, interviews, and role-playing are reinforced by a study of topical vocabulary, idiomatic expression, and applied phonetics.

Village Francais
6 Hours

Using *Les Deux Villages* by Wylie and Bégué as a basic text, the course, conducted in French, attempts to reveal the peculiar characteristics of the French people as reflected in the microcosm of a town. Several American and French towns are examined as bases of comparison. Additional readings may include Wylie, *Village en Vaucluse*; Lynde, *Middletown, U.S.A.*; Pagnol, *Marius*; Michaud, *Guide France, "Nouvel Observateur"*; Daninos, *Les Carnets du Major Thomson*; Maurios, *Histoire de la France*; and articles written by Art Buchwald as well as texts used by French students studying American civilization. Open only to students who have completed at least two years of French.

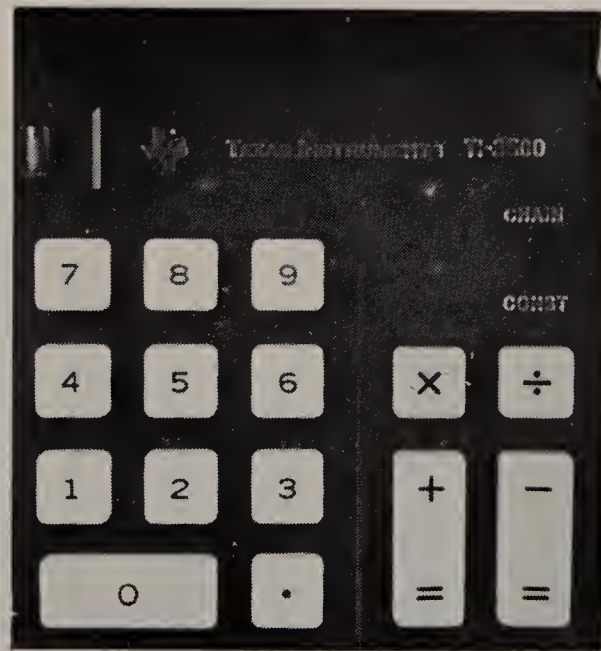
**Selected Readings
in French**
6 Hours

Reading comprehension skills are developed through a study of texts such as the following: Simenon, *Le Chien Jaune*; Saint-Exupéry, *Le Petit Prince*; Pagnol, *Topaze*; Vercours, *Le Silence de la Mer*; Goscinnny, *Uderzo, Asterix et Obelix: Le Tour de Gaule*; Gide, *Symphonie Pastorale*; Sartre, *Les Jeux sont faits*.

Open only to those students who have completed at least two years of French.

Conversational German 6 Hours	For students who have completed at least one year's study of the language. The course is limited to those students who prove themselves capable of the work by an audio-oral examination at the first class meeting. All classes are conducted in German.
Conversational Russian 6 Hours	Introduction to Russian through simple conversation, with daily practice in the language laboratory, for students with no prior training in Russian.
Conversational Spanish 6 Hours	A course designed especially for students who have studied Spanish for one or two years. Directed conversational exercises enable students to progress according to their own needs, be they building a broad vocabulary, increasing fluency, improvement in pronunciation or sharpening audio-discrimination. Since accurate usage is one of the most important goals of the course, the conversational projects are supplemented by appropriate study of the structure of the language. Beyond the textbook, a variety of audio-visual materials are used to stimulate conversation, including filmstrips, slides, newspaper and magazine articles, and recorded radio broadcasts.
Introductory Spanish Grammar 6 Hours	<p>This course is open to those students wishing to study or review basic Spanish Grammar. In addition to the study of all tenses, the students learn and apply grammar principles usually stressed in the first two years of Spanish. The students use the language orally in the Electronic Classroom, the Language Laboratory, in the regular class period and at the Spanish Table set up for the exclusive use of Spanish speaking students during the evening meals.</p> <p>The combination of the major Spanish course and Introductory Spanish Grammar, an 18 hour course equivalent, generally fulfills the requirements for the first year of Spanish at Phillips Academy. In some cases, two years of Spanish can be completed through the above study program.</p>

Mathematics Minor



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Algebra Review 6 hours

The course is for students who have completed one year of algebra and one year of geometry and who wish to review their algebra before going on to courses in higher mathematics. It begins with a review of elementary algebra; drills on factoring, fractions, radicals and exponents; and ends with graphing and elementary functions.

Computer 6 Hours

The course is designed for students interested in developing an understanding of the capabilities and use of a modern high-speed computer. Students learn a computer language (BASIC) and by means of a mathematics-oriented approach, write programs and test them on the Academy's PDP-11 computer. One year of algebra serves as adequate background for undertaking a variety of applications to secondary school mathematics.

Elementary Probability 6 Hours

The course consists of basic concepts of probability including permutations, combinations, conditional probability, and independence. The use of random variables are presented, but all major theorems are discovered through the computer and are not proven.

Intermediate Algebra 6 Hours

The course is for students who have had one year of algebra and wish to improve their command of the subject.

Problems, Brain Twisters, and Puzzles 6 Hours

The course investigates a wide variety of mathematical problems. The problems, whose statement may range from one short sentence to a long paragraph, are selected from sources such as prize contests and collections of mathematical problems and puzzles. Both the technique of how to begin to solve a problem and the skills needed in the actual solution are stressed.



Baroque Ensemble
6 Hours

The baroque era in music offers a wide variety of literature that the amateur can study and perform. The class works as a unit in the study of baroque instrumental-vocal works and is broken into small ensembles to play chamber music. The recorder is studied and used in performance. Students with keyboard experience may play the school harpsichord. Prerequisite: the ability to sing or to play piano, a stringed or brass instrument, or an orchestral woodwind.

Piano Lessons

Private piano lessons are available for an additional fee and may be arranged through the Director of Admissions.

**Resolving Ethical
Dilemmas
6 Hours**

This workshop is designed to make us more self conscious and critical of the value schemes that govern our lives. Through discussion and lecture we explore the validity of our various moral perspectives on sexuality, parental relations, medicine, law, business, and education.

**The Life and Work
of Sigmund Freud
6 Hours**

Do dreams have meaning? Do early sexual experiences shape your personality? Does each one of us have a secret death wish? Freud had many startling ideas which had a profound influence on life in the twentieth century. But his ideas are rarely understood by most who live in this post-Freudian era. This course surveys Freud's major ideas. It follows the development of his thought from his early work with hypnosis and the hypothesis of the seduction trauma to his study of dreams and his discovery of infantile sexuality. It closes with a consideration of his later work on self-love, grief, and the death wish.

**The Philosophy of War and Peace
6 Hours**

A lecture and discussion course providing a broad body of information on the contemporary concepts regarding human aggression, causes of war and results of war, and an opportunity to critically evaluate both existing and theoretical models for conflict resolution and to construct personal convictions and concepts regarding these models. Readings include *All Quiet on the Western Front*, *The Warriors*, *Man's Search for Meaning*.

**Social Psychology
6 Hours**

A survey of the concerns of individual and group behavior. The course deals with perceptions of self and others, the manipulation of self by the society, and the influence of the society on the individual's thoughts, beliefs, and actions. Based on the disciplines of psychology, sociology and anthropology, the curriculum includes the study of such topics as: war, work, religion, personal awareness, women's liberation, bio-feedback, behavior modification, race and ethnic relations, group processes, and ecology.

Science Minor

Introduction to Zoology 6 Hours

Students study the evolution, physiology and anatomy of representatives of each of the major phyla of the animal kingdom. Laboratory exercises and dissecting involve the following animals: hydra, crayfish, perch, snakes, cats, frogs, flatworms, earthworms and honey bees. Four hours per week are devoted to laboratory work and two hours are spent in the classroom, where lectures are supplemented with films and slides. A background in biology is *not* a prerequisite for this course.

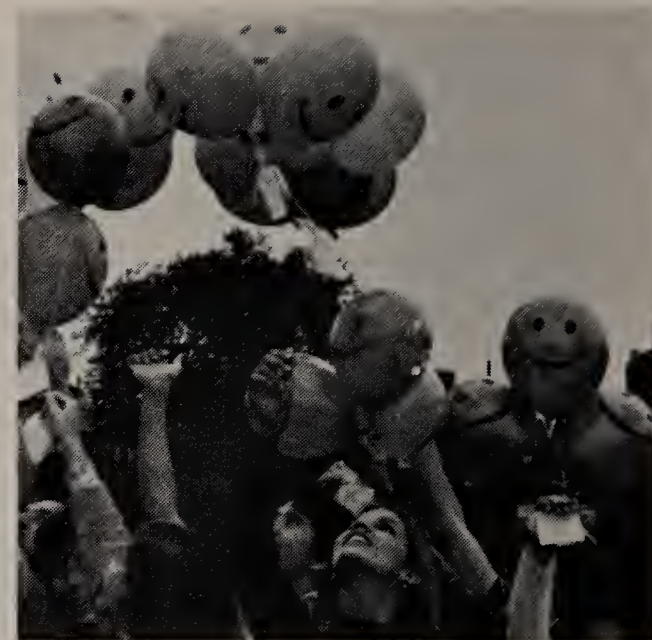
Science and Science Fiction: Discovery is Born in the Imagination 6 Hours

There is little doubt today that science has profoundly affected our lives on this planet. In years past some visionary science fiction writers predicted the atomic age of which we are now part. The frontiers of science are often formed in the wildest fantasies of science fiction. Investigating the interaction between science and science fiction in our contemporary society, the course considers such topics as space travel, life in other worlds, relativity, and U.F.O.'s. The course includes several classic science fiction films, episodes of Star Trek, and special presentations based on "In Search of Ancient Astronauts" and "Stonehenge Decoded." No special background is needed other than a vivid imagination and the will to express thoughts on some of the most exciting and perplexing ideas of our time. Enrollment is limited.



American Folk Art: 1750-1900 6 Hours	Ingenuity, practicality, humor and beauty abound in heirloom furniture, quilts, weathervanes, toys, paintings and signs. This course provides an informal study of the homespun crafts that lent spice and color to family living.
Coastal Piloting 6 Hours	A practical course in the art and science of safely navigating a vessel within sight of land. Substantial dead reckoning and special case plotting are done on charts and small area plots. Aids to navigation are studied. Practical use is made of Tide and Current Tables, Light Lists, compass correction, radio, radar and Loran. This course is an excellent preparation for the subsequent study of Celestial Navigation. Prerequisites: none, other than a love or interest in boating. At a reasonable additional fee, Coastal Piloting students may be invited on a weekend training cruise aboard the 88-foot schooner Nathaniel Bowditch out of Camden, Maine.
Cultural Anthropology 6 Hours	This course provides an introduction to the cultural processes which have shaped human social and cultural evolution through the last 10,000 years. Human societies from the band level of organization, through tribesmen, up to the formation of the state structure and including underdeveloped nations today are included. The readings emphasize both theory and ethnographic accounts of societies found the world over and include case studies of Native American cultures, the Kung Bushmen of Africa, the Dani of New Guinea and the Nacirema of North America.
Etymology and Semantics 6 Hours	Analysis of the component elements of words provides a fascinating and effective means of increasing and diversifying vocabulary, perceiving nuances of meaning, and stimulating imaginative communication of experience. In this course students systematically identify the most productive Indo-European roots, examine the evolution of semantics, interpret and criticize examples of innovative expression, and use their new understanding in creative writing related to their own interests and purpose.

Other Minor Courses



**Games People Play:
Simulations**
6 Hours

Have you ever tried role-playing through games or asked yourself just what the game of life is all about? Using commercial simulation games such as SIMSOC and student-made simulations, life-like experiences and decision-making processes can be simulated.

In order to better understand the group dynamics involved in simulations, the psychological theory of personal and interpersonal behavior will be examined. Readings include *Games People Play*, *I'm Ok; You're Ok*, *Born to Win*, and *Personality and Interpersonal Behavior*.

Modern Dance
6 Hours

This course is designed for students who seek the opportunity to study techniques of Modern Dance and to practice their application in frequent performances. Readings and discussion of kinesiology and Dance History serve as the basis for creative exercises which culminate in performances.

Typing
6 Hours

The course, designed for beginners who desire typing for academic and personal use, stresses mastery of the keyboard and speed building.





Angney, Mark, M. A. T.
English

Angney, Nancy, B. A.
HM

Antal, James, B. A.
HM, Ethics, Athletics

Apgar, Charles, M. A. T.
Physics, Athletics

Apgar, Pamela, B. A.
HM

Barnes, Leroy, B. A.
Director of Studies, HM, Psychology

Benedict, Chauncey
TA in English

Bensley, Audrey
Ceramics

Bensley, Gordon, B. A.
Art

Bettencourt, Michael
TA in Writing Program

Bombyk, David
TA in English

Borden, Janet, B. A.
Film

Bronk, John, R. P. T.
Athletics

Brown, Opal, M. A.
Drama

Bunnell, James, M. A.
Trips Director

Bunnell, Kate, B. A.
Administrative Assistant

Burdick, Charles, M. A.
English

Cameron, John, M. A.
Writing Program

Carroll, Michael, B. A.
TA in English

Cato, Jimmy, M. A.
English

Clift, William, Mus. Ed. M.
HM, Director of Music

Cone, Thomas, M. A. T.
HM, Biology, Athletics

Couch, James, M. A.
Spanish

Coulthard, Alfred, B. S.
Director Afternoon Activities

Couser, Thomas, B. A.
Encounter

Crabtree, Douglas, Ph. D.
Mathematics

Crabtree, Erica, Assoc. of Arts
Athletics

Crawford, Katherine, B. S.
HM

Crawford, Robert, M. A.
History

Crusto, Mitchell
TA in English

Downs, David
Writing Program, Athletics

Driscoll, Ellen, B. A.
TA in Art

Dunbar, David
TA in Writing Program

Fernald, George, M. A.
French

Fersch, Elsworth, Ph. D.
Sociology

Foorman, Barbara, M. A. T.
Psychology

Foorman, David, M. A. T.
HM, Anthropology

Ford, Margaret, M. S.
HM, English

Foster, Dianne, B. A.
HM



Francis, Jay, B. A.
TA in Medicine & Law

Fregulia, Kathy, B. A.
HM, Modern Dance

Fregulia, Richard, B. A.
Music, Athletics

Gibbons, Grant, B. S.
TA in Chemistry

Gillespie, Michael, M. A. T.
HM, English

Googer, Greg
Encounter

Gordon, Ilene
TA in Mathematics

Gordon, James
TA in Philosophy

Gordon, Richard
Athletics

Gottfried, Marianne, M. A.
HM, French, English

Gottfried, Roy, M. A.
English, Athletics

Greene, Ann, B. A.
TA in History

Halstead, Marcia, B. A.
TA in Writing Program

Hamilton, Judy, B. A.
HM, Athletics

Hamilton, Thomas, M. S.
Biology

Harvey, Sharon
TA in English

Herbst, Sally, B. A.
HM

Hobausz, Aloysius
Director of A-V

Hoffman, Jan
TA in English

Irwin, Terry, M. A.
HM, Writing Program

Isbell, Michael, B. S.
Biology, Encounter

Jackson, Doris, M. Ed.
Dean of Women, Psychology

Jako, Miklos, M. A.
Athletics

Kimball, Nicholas
Administrative Assistant

Kromayer, Edvige, B. A.
TA in Art

Lane, Robert, M. A.
English

Lebach, Susan, M. A.
English as a Second Language

Lee, Catherine, B. A.
TA in English

Lecte, Robert
Manager of Commons

Levenson, Helene
TA in Psychology

Lux, Ann, R. N.
HM

Lux, Richard, M. S. Ed.
Mathematics

McKee, Jean, B. A.
Administrative Assistant

McDonnell, Barbara, B. A., B. S.
Director of the Library

McMurray, John, M. A. T.
Art

Malamud, Janna, B. A.
English, HM

Marmor, Barbara, B. A.
Psychology, Director Jewish Services

Merriam, Evangeline
Language Lab

Metcalf, Albion
Piano

Minné, Ronn, Ph. D.
HM, Chemistry, Athletics

Morell, Clement, M. A.
Mathematics

Mullen, Frances, B. A.
TA in Psychology

Murrow, Gene, M. A. T.
Mathematics, Music

Negley, Janet, B. A.
TA in Psychology

Orsi, Robert
TA in Ethics

Owen, Abigail
Encounter

Owen, Jennifer, B. A.
TA in Ceramics

Pani, Sri, B. A.
TA in Ethics

Pappas, George
Athletics

Pascucci, Vincent, M. A.
Classics

Paulus, Anthony, B. A.
Writing Program, Encounter

Pease, Frederic, M. Div.
HM



Penner, David, M. A.
HM, Mathematics, Athletics

Pool, Thomas
Assistant Manager Commons

Pouncey, Melinda, B. S.
Medicine

Price, Meredith, M. A. T.
Director, Athletics

Rabinowitz, Elaine, M. F. A.
Art

Radtke, Linda, B. A.
TA in Writing Program

Rees, Caroline, M. A.
History

Rees, Thomas, Ph.D.
Chemistry

Regan, Thomas, M. A.
English

Richardson, James, M. A.
HM, College Counselor

Royce, Ann
A-V Center

Royce, Katherine
Ballet

Roehrig, Ruth, B. A.
A-V Center

Sarton, Jay, M. S.
HM, Astronomy

Scott, Diane, M. A.
Psychology, Counselor

Scott, Timothy, J. D.
Law

Sedgewick, Gerald, M. A.
HM, English

Shulman, Hal
TA in Biology

Simons, Sheryl
TA in Film

Slaughter, Aralean, M. A.
English, HM

Smith, David, M. A.
Dean of Men, English

Sorota, Stephanie
Administrative Assistant

Sorota, Stephen, B. S.
Athletics

Soule, Frank, M. D.
Medical Director

Stephen, John
Drama Assistant

Stegall, Patricia, B. A.
HM, Psychology, Counselor

Stevens, Alanson, M. A.
Russian

Sturges, Hale, M. A.
HM

Sykes, Elwin, B. A.
English

Tate, Robert, B. A.
Philosophy

Tifft, Stephen
TA in Writing Program

Vaughan, Jesse, M. Theol.
Ethics, Chaplain

Walton, Wendy, B. A.
TA in Biology

Webster, Sarah
TA in French

Wennik, Joseph, M. A.
Encounter, German

Williams, Lola, B. A.
HM, Writing Program

Williams, Oscar, M. Crim.
Psychology

Wolfe, Michael, B. A.
English, Writing Program

Zucker, Jack, M. A.
English

The Students 1974



Adler, Richard
Yonkers, N. Y.

Alder, Tia
Port Chester, N. Y.

Aguilar, Jose
Zulia, Venezuela

Alpern, Jennifer
Bangladesh

Alschuler, Mari-Lynn
Miami Beach, Fla.

Alston, Walter
Littleton, N. C.

Altman, Alison
Great Neck, N. Y.

Altschuler, Steven
Bayonne, N. J.

Alvarez, Carlos
Dominican Republic

Alvarez, Raymundo
Dominican Republic

Amigueta, Lilian
Puerto Rico

Anderson, Louise
Hawthorne, Calif.

Apgar, Lee
Andover, Mass.

Aron, Jennifer
Stamford, Conn.

Asher, Benjamin
Newton, Mass.

Attermann, Steven
Maplewood, N. J.

Avila, Eli
New York, N. Y.

Bahn, Susan
Sands Point, N. Y.

Bakst, Ellen
Verona, N. J.

Barbash, Shepard
Brightwaters, N. Y.

Barkin, David
Scarsdale, N. Y.

Barnett, Kim
Memphis, Tenn.

Baron, Charlotte
Kingston, Penna.

Barton, Jeffrey
Kinston, N. C.

Baskin, Suzanne
North Haven, Conn.

Bateson, Mary
Bridger, Montana

Battle, William
Washington, D. C.

Bear, Linda
Des Moines, Iowa

Beaudin, Cindy
Lawrence, Mass.

Beede, Christopher
Scotia, N. Y.

Belgarde, Bernida
Dunseith, N. D.

Benowitz, Saul
Mamaroneck, N. Y.

Bensley, Jennifer
Andover, Mass.

Berger, Jody
Flushing, N. Y.

Bernhard, Michael
Stamford, Conn.

Bernstein, David
Short Hills, N. J.

Bernstein, John
Evanston, Ill.

Betsky, Aaron
The Netherlands

Biascoechea, Fernando
Puerto Rico

Bicks, Steve
Memphis, Tenn.

Biller, Margaret
El Salvador

Billik, Nancy
Livingston, N. J.

Billings, James
Oak Hill, W. Va.

Binder, William
Maplewood, N. J.

Binowitz, Liane
Olivette, Missouri

Birdsong, George
Dallas, Texas

Bischoff, Howard
Larchmont, N. Y.

Blake, Marvin
St. Louis, Mo.

Blinder, Margaret
Woodmere, N. Y.

Block, Susan
Los Angeles, Calif.

Bloom, Jack
Newton, Mass.

Bok, Hilary
Cambridge, Mass.



Bookstein, Juli
Albany, N. Y.

Boudin, Wendy
Great Neck, N. Y.

Boxer, Kenneth
Lawrence, N. Y.

Bracy, Jacqueline
Los Angeles, Calif.

Bragen, Michael
Andover, Mass.

Brandt, Harry
Chevy Chase, Maryland

Brent, Robert III
Baton Rouge, La.

Breslaw, Laura
Albany, N. Y.

Brown, Cathy
Roslyn Heights, N. Y.

Brown, Elizabeth
Sewickley, Penna.

Brown, Kenneth
Bethesda, Maryland

Browning, Nicole
Stamford, Conn.

Burke, Margaret
Lawrence, Mass.

Burnham, Bruce
Los Angeles, Calif.

Burroughs, Dianne
St. Louis, Mo.

Burstein, Matt
Matawan, N. J.

Bursztajn, Lilly
Paterson, N. J.

Bush, Marvin
Washington, D. C.

Cahn, Naomi
Clayton, Missouri

Callahan, Jill
North Andover, Mass.

Callahan, Linda
Andover, Mass.

Cardenas, Rene
Corpus Christi, Tx.

Cardona, Lillian
Bronx, N. Y.

Carpi, Jennifer
Princeton, N. J.

Carrasco, Jose
Baton Rouge, La.

Castro, Fabian
Los Angeles, Calif.

Cederdahl, Mark
Lincoln, Nebraska

Chadroff, Lori
North Miami Beach, Fla.

Chao, Jeremy
Fairlawn, N. J.

Chao, May
Harrison, N. Y.

Charging Bear, Carol
St. Francis, S. D.

Chiungos, Christian
Chelmsford, Mass.

Chu, Irene
Lincoln, Mass.

Citrin, Jeffrey
Great Neck, N. Y.

Claman, Susan
Beverly Hills, Ca.

Clarke, Stephen
New York, N. Y.

Cline, Douglas
Williamsport, Md.

Cohen, Ellen
Miami Beach, Fla.

Cohen, Richard
New York, N. Y.

Collins, Patricia
Reading, Mass.

Cone, Janet
Hanover, N. H.

Contreras, Maria
Long Beach, Calif.

Cook, Roger
Raleigh, N. C.

Cooper, Matthew
New York, N. Y.

Copeland, Lawrence
Old Westbury, N. Y.

Corenswet, Jay
New Orleans, La.



Cortes, Ivan
Puerto Rico
Cortes, Paul
Puerto Rico
Cotton, Howard
New York, N. Y.
Coughlin, Katherine
Chelmsford, Mass.
Coward, Barbara
Kinston, N. C.
Crespi, Bernard
Downers Grove, Ill.
Crichton, John
Hillsborough, Calif.
Crow Good Voice, Doris
St. Francis, S. D.
Danziger, Joan
West Newton, Mass.
Davisson, Deborah
Cold Spring, Minn.
DeCell, Causey
Yazoo City, Miss.
Dern, Cindy
Colonia, N. J.
DiGregorio, Joseph
Somerville, Mass.
Dinerman, Ruth
Maplewood, N. J.
Donald, Peter
New York, N. Y.
Dorf, Robert
New York, N. Y.
Douglas, Jeffrey
New Orleans, La.
Downing, Gerard
Raleigh, N. C.
Dunnings, Susan
Lansing, Mich.
Dykman, Douglas
Livingston, N. J.

Eanet, Sarah
Bethesda, Md.
Easton, Daniel
New York, N. Y.
Edelstein, Paul
New York, N. Y.
Ehrenkranz, Fred
Coral Gables, Fla.
Eisenberg, John
Dallas, Texas
Ellis, Susan
Bronxville, N. Y.
Elson, Charles
Atlanta, Ga.
Emont, George
Granville, Ohio
England, Lenore
Washington, D. C.
Epstein, Meryl
Oradell, N. J.
Epstein, Neal
Charlottesville, Va.
Epstein, Richard
Bayonne, N. J.
Erickson, Beverly
Edgartown, Mass.
Espinoza, Jose
Los Angeles, Calif.
Fagelson, David
Bay Shore, N. Y.
Faulkner, John
Larchmont, N. Y.
Fieber, Kathy
Stamford, Conn.
Feinberg, Richard
Bayonne, N. J.
Fields, Amy
Dallas, Texas
Fiolo, Jeffrey
South Orange, N. J.
Finestone, Lisa
Clifton Forge, Va.
Finkel, Adam
Philadelphia, Penna.
Firestone, Ted
New Rochelle, N. Y.
Fischbein, Barbara
Newton Centre, Mass.
Fishman, Ellen
Beverly Hills, Calif.
Fiske, Thomas
Boxford, Mass.

Fiske, William
Boxford, Mass.
Fleming, Victoria
Millerton, N. Y.
Fong, Earl
Hong Kong
Fong, Julie
Hong Kong
Forbes, David
Salem, Mass.
Forystek, Michelle
Brooklyn Park, Minn.
Foster, Jeffrey
Seattle, Wash.
Frale, Rachel
Aurora, Indiana
Fradkin, Ava
Great Neck, N. Y.
Francis, Anthony
Brooklyn, N. Y.
Frank, Lori
Meadowbrook, Penna.
Frank, Sally
Bayonne, N. Y.
Freeman, Ann
New Canaan, Conn.
Friedland, Mark
Miami Beach, Fla.
Friedricks, Bruce
Great Neck, N. Y.
Fuchs, Matthew
Roslyn Heights, N. Y.
Gainsburg, Daniel
Great Neck, N. Y.
Gans, Elizabeth
Woodbridge, Conn.
Gard, Stacey
Hewlett, N. Y.
Gaston, Juan
Yucatan, Mexico



Gerst, Jeffrey
Tenafly, N. J.
Gerst, Steven
Tenafly, N. J.
Gilbard, Susan
Forest Hills, N. Y.
Gilbert, Judy
Great Neck, N. Y.
Gildan, Phillip
No. Palm Beach, Fla.
Giller, Gary
Akron, Ohio
Gillespie, Meredith
Andover, Mass.
Glazer, Ann
Dallas, Texas
Glazer, Barbara
Dallas, Texas
Gluckson, Roberta
Scarsdale, N. Y.
Gold, Daniel
Brooklyn, N. Y.
Goldberg, Robert
New York, N. Y.
Golden, Robert
Short Hills, N. J.
Goldman, Amy
East Rockaway, N. Y.
Goldner, Cynthia
Nashville, Tenn.
Gonzales, Mary
San Diego, Calif.
Graves, Marjorie
Seattle, Wash.
Gravitz, Alan
Brooklyn, N. Y.
Green, Shannah
Manhasset, N. Y.
Greene, Stephen
Miami, Florida
Greifer, Julie
Manhasset Hills, N. Y.
Griffin, Martha
West Hartford, Conn.
Gross, Janet
Woodmere, N. Y.
Gruber, Gary
Oakdale, N. Y.
Guttentag, Lisa
Cambridge, Mass.
Haldenstein, Kenneth
Larchmont, N. Y.



Israel, Marlene
Pittsburgh, Penna.
Israel, Susan
Chestnut Hill, Mass.
Jacobs, Margaret
Millburn, N. J.
Jaivin, Jonathan
New London, Conn.

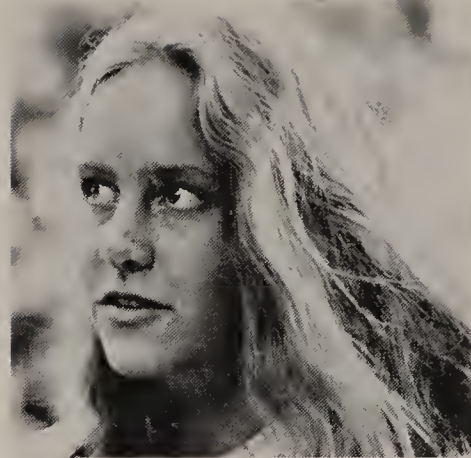
Jalenak, Terri
Memphis, Tenn.
Jesiowski, Maryann
LaSalle, Illinois
Johnson, Cindy
Atlanta, Georgia
Johnson, George
New York, N. Y.
Johnson, Theodore
Oberlin, Ohio
Jolly, Joanne
North Andover, Mass.

Jones, Anita
Memphis, Tenn.
Jones, Katharine
Bannockburn, Ill.
Jorgensen, Libby
Albuquerque, N. M.
Kalb, Paul
Garden City, N. Y.
Kanengiser, Steven
Convent Station, N. J.

Kaplan, Lisa
Mamaroneck, N. Y.
Karlin, Katherine
Great Neck, N. Y.
Kaskel, Nancy
Miami Beach, Fla.

Kassler, Debbie
Lexington, Mass.
Katayama, Tracy
Tokyo, Japan
Katz, Natha
Saginaw, Mich.
Kaufman, Amy
Los Angeles, Calif.
Kayden, Matthew
Sherman Oaks, Calif.

Kenney, Shirley
Palo Alto, Calif.
Kent, Betsy
New York, N. Y.
Kent, Marcy
West Orange, N. J.



Kerr, Michael
Los Angeles, Calif.
Kirby, Evelyn
Gainesville, Fla.
Klebanow, Peter
Sands Point, N. Y.
Klein, Elise
Northridge, Calif.
Klein, Joshua
Port Washington, N. Y.

Klein, Susan
Oradell, N. J.
Klinger, Joel
Woodmere, N. Y.
Kluss, Annette
Mamaroneck, N. Y.

Knight, Susan
Amherst, N. H.
Knox, Melissa
New York, N. Y.
Koeppel, Gerard
Harrison, N. Y.

Kogan, Laura
Princeton, N. J.
Kornstein, Susan
Woonsocket, R. I.
Kramer, Frances
Wethersfield, Conn.

Kravitz, Samuel
New Haven, Conn.
Kriegel, Annette
Albany, N. Y.
Krilov, Jill
New York, N. Y.

Kuehn, Robert
Baton Rouge, La.
Kunstadter, Elizabeth
New York, N. Y.
Lama, Miguel
Dominican Republic

Lame Omaha, Keenan
St. Francis, S. D.
Landau, Roger
Teaneck, N. J.
LaPorta, Michael
Chicago, Illinois
Lawrence, Sara
Denver, Colorado
Lechter, Maggie
West Orange, N. J.

Lecks, Karen
Narberth, Penna.
Lee, Fredric
Washington, D. C.
Lee, Kenneth
Sharon, Penna.

Lehr, Thomas
Honolulu, Hawaii
Leifer, Dana
New York, N. Y.
Lerner, Barbara
Great Neck, N. Y.

Letourneau, Mona
Andover, Mass.
Leventhal, Laurie
Springfield, Ohio
Levin, Susan
Miami Beach, Fla.

Levine, Alan
Bayonne, N. J.
Levine, David
New Rochelle, N. Y.
Levine, Sherrie
Jersey City, N. J.

Lewis, Stacey
Narberth, Penna.
Libenson, Denny
Dallas, Penna.
Liebergall, Mel
Tenaflly, N. J.

Lindsley, Ruth
Dallas, Texas
Linn, Richard
Hewlett Harbor, N. Y.
Lipton, Debbie
Miami, Florida

Litt, Dana
Tarzana, Calif.
Littman, Abigail
West Orange, N. J.
Loftin, Dargeelyn
Kinston, N. C.

Louchheim, Tom
Beverly Hills, Calif.

Low, Ned
New York, N. Y.

Lyon, Kathryn
Boca Raton, Fla.

McClellan, Mark
Hot Springs, Ark.

66 McCloughan, Alexa
Attleboro, Mass.

McCool, Michael
Del City, Oklahoma

Majdi, Hossain
Brookline, Mass.

Malkin, Scott
Greenwich, Conn.

Mantz, Heidi
Dallas, Texas

Markowitz, David
Scarsdale, N. Y.

Marks, Constance
Great Neck, N. Y.

Marrazza, Frank
Somerville, Mass.

Martignoni, Ava
Massapequa, N. Y.

Marx, Craig
Encino, Calif.

Marx, Gary
Encino, Calif.

Marx, Richard
Rydal, Penna.

Mass, Alison
Ellenville, N. Y.

Matthiessen, Elizabeth
Osterville, Mass.

Medina, Daniel
Monterey Park, Calif.

Melendez, Maira
Lawrence, Mass.

Mendeloff, Alan
Charleston, W. Va.

Mendenhall, Tom
Madison, Wisc.

Menkes, Eric
Roslyn, N. Y.

Meyer, John
Encino, Calif.

Meyer, Patricia
Encino, Calif.

Michelman, Beth
Armonk, N. Y.



Michaelson, Jeff
Providence, R. I.

Milch, Neal
Lawrence, N. Y.

Miller, Blythe
Columbus, Ohio

Miller, Dana
New York, N. Y.

Miller, Julie
Highland Park, Ill.

Miller, Kimberly
Andover, Mass.

Miller, Sandra
Englewood, N. J.

Miner, Carole
Roslyn Heights, N. Y.

Minno, Alexander
Pittsburgh, Penna.

Morrison, Alix
New York, N. Y.

Morrow, Jan
New York, N. Y.

Morrow, Megan
Great Neck, N. Y.

Moseley, Ann
Andover, Mass.

Murrell, Gracey
Memphis, Tenn.

Nash, Ira
Merrick, N. Y.

Nathanson, Margery
Verona, N. J.

Navarro, Larry
San Diego, Calif.

Nelson, Sarah
Beirut

Neptune, John
New York, N. Y.

Newbern, Carla
Cincinnati, Ohio



Nicholas, Jill
New Hyde Park, N. Y.

Nimkoff, Laura
Miami, Florida

Novick, Carol
Lowell, Mass.

Ochoa, Barbara
Tucson, Arizona

Okumura, Elsukey
New York, N. Y.

Osman, Elizabeth
Stamford, Conn.

Osman, Scott
Stamford, Conn.

Pacini, Steven
Valencia, Venezuela

Paige, Linda
Coral Gables, Fla.

Palitz, Michael
New York, N. Y.

Parodneck, Lynn
Yonkers, N. Y.

Partee, Terrell
Memphis, Tenn.

Pease, Ruth
Andover, Mass.

Pei, Daniel
Bergenfield, N. J.

Perl, Richard
Short Hills, N. J.

Perlman, Barry
Bayonne, N. J.

Perry, Christopher
Briarcliff Manor, N. Y.

Perry, Jacqueline
Birmingham, Ala.

Persichetti, Cynthia
Methuen, Mass.

Peterson, Patricia
Tenafly, N. J.

Phelan, Llewellyn
Tarzana, Calif.

Pitre, Michael
Baton Rouge, La.

Plattus, Ira
Scarsdale, N. Y.

Poorvu, Alison
Chestnut Hill, Mass.

Pulley, Robert
No. Kingstown, R. I.

Pundyk, Jamie
South Orange, N. J.

Rabbani, Leroy
New York, N. Y.

Ramin, Jonathan
Chestnut Hill, Mass.

Rand, John
East Patchogue, N. Y.

Ratner, Carl
Memphis, Tenn.

Regan, William
Andover, Mass.

Rembis, Michael
Lawrence, Mass.

Reyes, Caroline
Fresno, Calif.

Richman, Daniel
New York, N. Y.

Rieger, Lisa
Los Angeles, Calif.

Ripin, Charles
Forest Hills, N. Y.

Ripps, Van
Bayonne, N. J.

Rivera, Ileana
Brooklyn, N. Y.

Rizk, Katharine
Jacksonville, Fla.

Robinson, Carol
Brooklyn, N. Y.

Roe, Julia
Mendenhall, Penna.

Rogers, William
New York, N. Y.

Rogger, Alex
Beverly Hills, Ca.

Rojo, Marco
Coachella, Calif.

Rosen, David
Rockville, Md.

Rosen, Mark
New York, N. Y.

Rosen, Michael
New Rochelle, N. Y.
 Rosenbaum, Sarah
Ishpeming, Mich.
 Rosenblum, Bruce
Belmont, Mass.
 Rosenfeld, Bruce
Metuchen, N. J.
 Rosenfeld, Jason
East Williston, N. Y.
 Ross, Thomas
Scranton, Penna.
 Rossnick, Barry
Bayonne, N. J.
 Rothfield, John
West Hartford, Conn.
 Rothkopf, Henry
Roslyn, N. Y.
 Rowland, Adam
Margate, N. J.
 Rubenstein, Donald
Larchmont, N. Y.
 Rubin, Ellan
Wilmington, Del.
 Rubin, Jonathan
Larchmont, N. Y.
 Rubin, Linda
Newton, Mass.
 Rubinovich, Stacia
Montreal, Canada
 Rugger, Mildred
Woolstock, Iowa
 Rusinow, Amy
Alexandria, Va.
 Ryland, Delores
St. Louis, Mo.
 Salas-Porras, Juan
Chihuahua, Mexico
 Saleh, Jahansooz
Tehran, Iran



Salett, Marcy
Newton, Mass.
 Salz, Alan
Mountainside, N. J.
 Sanders, Patricia
El Salvador
 Sanger, Susan
Nashville, Tenn.
 Santrizos, Michael
Ft. Lauderdale, Fla.
 Schechter, Jeff
Beverly Hills, Calif.
 Scheff, Kenneth
Short Hills, N. J.
 Scherr, Robin
Charleston, West Va.
 Scheye, Eric
Scarsdale, N. Y.
 Schlesinger, Richard
West Orange, N. J.
 Schmidt, Bette
Highland Park, N. J.
 Schnitzer, Jeff
Dallas, Texas
 Schoen, Robert
Beverly Hills, Ca.
 Schoenfeld, Jane
St. Louis, Mo.
 Schur, Betsy
Great Neck, N. Y.
 Schwartz, Alain
El Salvador
 Schwartz, Ruthanne
Bloomfield Hills, Mich.
 Scott, Christine
Fairfield, Ala.
 Segal, Jeanne
Larchmont, N. Y.
 Sellars, Stephen
Metairie, La.

Seltzer, Lisa
Framingham, Mass.
 Shade, Leslie
Boise, Idaho
 Shaffer, Steve
Hollywood, Fla.
 Shaker, Barbara
Andover, Mass.
 Sharp, Erik
Ripon, Wisc.
 Shaw, Lisbeth
Scarsdale, N. Y.
 Sherlock, Susan
New York, N. Y.
 Shertzer, Amy
Andover, Mass.
 Sherwood, Elizabeth
Beverly Hills, Ca.
 Shub, Rachel
New York, N. Y.
 Shutan, Peter
Beverly Hills, Ca.
 Siegler, Joseph
West Orange, N. J.
 Sigman, Lauren
Roslyn Hgts., N. Y.
 Silberstein, Charles
Staten Island, N. Y.
 Siliciano, Paul
Elmira, N. Y.
 Silloway, Katherine
St. Johnsbury, Vt.
 Silver, Nan
Woodmere, N. Y.
 Silverstein, Bernice
Newton, Mass.
 Simmons, Ruthanne
West Newton, Mass.
 Simon, Cindy
Miami Beach, Fla.
 Simon, Michael
Westfield, N. J.
 Simon, Paul
Poughkeepsie, N. Y.
 Sincoff, Gregg
Miami, Fla.
 Sizer, Theodore II
Andover, Mass.
 Slater, Robert
Mamaroneck, N. Y.
 Slome, Roberta
No. Miami Beach, Fla.



Smith, Marcia
New Rochelle, N. Y.
 Smith, Robin
Waycross, Georgia
 Solomon, Barbara
Syosset, N. Y.
 Solomon, Sandra
Jersey City, N. J.
 Soloway, David
West Orange, N. J.
 Soltes, Harley
Dallas, Texas
 Somers, Michael
Olympia Fields, Ill.
 Sophir, Jayme
St. Louis, Mo.
 Spector, Nancie
Great Neck, N. Y.
 Spetrino, Kay
Shaker Heights, Ohio
 Spiegel, Patti
Andover, Mass.
 Stecklow, Stacey
West Orange, N. J.
 Steiker, James
Elkins Park, Penna.
 Steinbrecher, David
Weston, Conn.
 Steinman, Peter
New York, N. Y.
 Stern, Ellen
Cincinnati, Ohio
 Stern, Richard
Hampton, N. H.
 Stern, Robert
Hampton, N. H.
 Stevens, Paul
Parsippany, N. J.
 Stewart, Gwendolyn
Memphis, Tenn.



Stroller, Sally
New York, N. Y.
 Strasser, Richard d
New York, N. Y.
 Strauber, Barry
Roslyn, N. Y.
 Strauss, Jennifer
Scarsdale, N. Y.
 Strong, Denise
Tower, Minn.
 Sullivan, Brian
Andover, Mass.
 Sullivan, Jay
Pasadena, Calif.
 Sumner, Amy
Briarcliff, N. Y.
 Swanson, Karol
Missoula, Montana
 Swenson, Carroll
Dallas, Texas
 Talebi, Farhad
Tehran, Iran
 Tan, Wing
Singapore
 Tanenbaum, Albert
Dumas, Arkansas
 Tapper, Robin
Newton Centre, Mass.
 Taylor, Dane
Cumberland, Md.
 Taylor, William
Washington, D. C.
 Teeple, James
Liberia, West Africa
 Temple, Jo Ann
Memphis, Tenn.
 Thompson, Steven
Carterville, Ill.
 Thomsen, Bernd
Germany

Thomson, David
New York, N. Y.
 Tinker, Brenda
Memphis, Tenn.
 Torres, Ferdinand
New York, N. Y.
 Torres, Walter
New York, N. Y.
 Triedman, Karen
Providence, R. I.
 Treister, Adam
Pasadena, Calif.
 Tucker, Elizabeth
Brooklyn, N. Y.
 Unger, Christopher
Tenafly, N. J.
 Van Cleve, Sarah
Jacksonville, Fla.
 Van Dusen, Katrina
Marblehead, Mass.
 Viergutz, Pierre
Venezuela
 Vigil, Deon
Litchfield, Minn.
 Vignault, Nancy
Lawrence, Mass.
 Vilkin, Michael
Beverly Hills, Ca.
 Virgili, Jorge
New York, N. Y.
 Vogelmann, Cindy
Jersey City, N. J.
 Wagner, Lauren
Bayshore, N. Y.
 Walls, Lewis
Washington, D. C.
 Walsh, Kevin
Brooklyn, N. Y.
 Wapenyi, Richard
Yonkers, N. Y.



Waring, Rebecca
New York, N. Y.
 Warmflash, Eve
Teaneck, N. J.
 Warren, Kenneth
Albuquerque, N. M.
 Warren, Sarah
Short Hills, N. J.
 Washington, Willie
Newark, N. J.
 Weil, Caroline
New York, N. Y.
 Weil, Laura
Birmingham, Ala.
 Weinstock, Janet
Massapequa, N. Y.
 Werbel, Steven
Millburn, N. J.
 Wilkinson, Terri
Raleigh, N. C.
 Williams, Steven
Newark, N. J.
 Wilson, Edward
Dallas, Texas
 Wilson, Laura
Paoli, Penna.
 Winer, Harriet
Peabody, Mass.
 Wirtshafter, Michael
Willingboro, N. J.
 Wolff, Jacqueline
El Salvador
 Wolff, Lisa
Miami Beach, Fla.
 Wurtzburger, Wendy
Memphis, Tenn.
 Yeh, Thomas
Barrington, Ill.
 Zale, Julie
Dallas, Texas
 Zimmerman, June
Woodmere, N. Y.
 Zucker, Laurie
Andover, Mass.

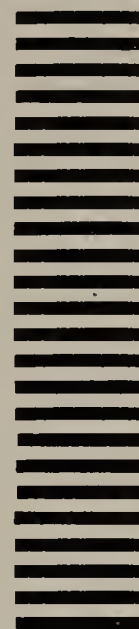
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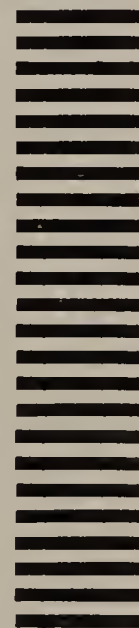
FIRST CLASS
Permit No. 7
Andover, Mass.

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The Andover Summer Session
Phillips Academy
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- ☐ SEND APPLICATION FOR ADMISSION
- ☐ SEND APPLICATION FOR ADMISSION AND SCHOLARSHIP
- ☐ SEND SCHOLARSHIP FORMS ONLY. I ALREADY HAVE APPLICATION FOR ADMISSION

Name *Miss*
Mr.
Mrs. **Last** **First**

Address

..... Zip

Grade Position
(If a student) (If a teacher or administrator)

- ☐ SEND APPLICATION FOR ADMISSION
- ☐ SEND APPLICATION FOR ADMISSION AND SCHOLARSHIP
- ☐ SEND SCHOLARSHIP FORMS ONLY. I ALREADY HAVE APPLICATION FOR ADMISSION

Name *Miss*
Mr.
Mrs. Last First

Address

..... Zip

Grade Position
(If a student) (If a teacher or administrator)

Student Recruiters for 1975

The following would be especially glad to talk to students from their areas who wish to apply to the 1975 Summer Session.

Aron, Jennifer 31 Caprice Drive Stamford, CT. 06902	Coward, Barbara 1502 Cedar Lane Kinston, N.C. 28501	Katayama, Tracy 8-7-9 Akasaka Minato-ku Tokyo, Japan	Stecklow, Stacey 227 St. Cloud Ave. W. Orange, N. J. 07052
Barnett, Kim 271 Jones St. Memphis, Tenn. 38105	DeCell, Causey 14 Woodlawn Yazoo City, Miss. 39194	Katz, Natha 700 Canterbury Saginaw, Mich. 48603	Swanson, Karol St. Ann Drive Missoula, Montana 59801
Baron, Charlotte 645 Rutter Avenue Kingston, Penn. 18704	Emont, George P.O. Box 93 Granville, Ohio 43023	Kerr, Michael 1322 Devon Ave. Los Angeles, CA. 90024	Tinker, Brenda 3420 Jenkins Memphis, Tenn. 38118
Barton, Jeffrey 2812 Oakland Drive Kinston, N.C. 28501	Frank, Lori 845 Dale Road Meadowbrook, PA. 19046	Levine, Sherrie 36 Culver Ave. Jersey City, N.J. 07305	Walls, Lewis 401 Kennedy St., N.E. Washington, D. C. 20011
Baskin, Susanne 26 Old Orchard Road North Haven, CT. 06473.	Gillespie, Meredith 21555 Mulholland Dr. Woodland Hills, CA. 91364	Lindsley, Ruth 4209 Arcady Dallas, Texas 75205	Walsh, Kevin 31 Dekoven Court Brooklyn, N.Y. 11230
Bateson, Mary 515 E. Broadway Bridger, Montana 59014	Gonzales, Liz 8230 Teresa Drive San Diego, CA. 92126	Loftin, Dargeelyn 600 Liberty Hill Kinston, N. C. 28501	Weil, Laura 3013 Warrington Road Birmingham, Ala. 35223
Bear, Linda 421 51st St. Des Moines, Iowa 50312	Graves, Marjorie 2453 E. Interlaken Blvd. Seattle, Wash. 98112	McCool, Michael 4708 Tempo Drive Del City, OK. 73115	Wilson, Laura 116 Manor Road Paoli, Penn. 19301
Betsky, Aaron Ruydaellaan 16 Bilthoven, The Netherlands	Hallsteen, Ariel 37 Kenilworth Ave. Kenilworth, Ill. 60043	Mendenhall, Tom 140 No. Prospect Ave. Madison, Wisc. 53705	Wolff, Lisa 1865 79th St. Causeway Miami Beach, Fla. 33141
Binowitz, Liane 10 Green Oaks Olivette, MO. 63132	Harrison, Carla 1904 Georgia St. Baton Rouge, LA. 70802	Michelman, Beth 29 North Lake Dr. Armonk, N.Y. 10504	
Burroughs, Dianne 5868 Wabada St. Louis, MO. 63112	Horne, Margaret 69 Handy Grosse Pte. Farms, MI. 48236	Nash, Ira 1905 Edward Lane Merrick, N.Y. 11566	
Cahn, Naomi 649 West Polo Drive Clayton, Miss. 63105	Israel, Marlene 120 Elaton Drive Pittsburgh, PA. 15243	Reyes, Carolyn 2450 So. Tenth Fresno, CA. 93725	
Chadroff, Lori 1931 N.E. 197th Terrace No. Miami Beach, FL. 33162	Johnson, Cindy 511 Collier Ridge Dr. Atlanta, GA 30318	Rossnick, Barry 68 Avenue B Bayonne, N. J. 07002	
Charging Bear, Carol Box #43 St. Francis, S.D. 57572	Jorgenson, Libby 3530 San Pedro, N.E. Albuquerque, N.M. 87110	Rugger, Mildred P.O. Box 135 Woolstock, Iowa 50599	
Cline, Douglas 26 E. Salisbury St. Williamsport, MD. 21795	Kaskel, Nancy 4445 N. Jefferson Ave. Miami Beach, FL. 33140	Sherwood, Liz 9606 Heather Road Beverly Hills, CA. 90210	

1975 Andover Summer Session

Major Courses

Interdisciplinary	19	Andover in Mexico: A Summer Session in Social Sciences and Spanish; American Myths and Attitudes; Anthropology and Archaeology; Issues in Criminal Justice; Medicine and Law; The Russian Prophets
Art and Film	24	Advanced Photography; Art of the Film; Ceramics; Studio Art
Dramatics	26	Acting and Directing Workshop
English	27	Advanced Literary Analysis; Basic Skills in English; Black Letters and Thought; Competence in Reading and Writing; Creative Writing Workshop; Developmental Reading; Growing Up in America; Modern Asian Literature; Modern European and American Fiction; The Composing Process; Thoreau . . . "he hears a different drummer"
History and Political Affairs	32	American Economy: Theory and Practice; American History: A Journey Through the Gaps; Ancient History; Modern European History; Oil and the Middle East; The American Presidency; U.S. History
Languages	36	French; German; Italian; Russian; Spanish; Greek; and Latin
Mathematics	37	Calculus; Computer Programming; Elementary Algebra; Euclid's Geometry
Music	39	Great Symphonic Music; Jazz Workshop
Philosophy, Psychology and Religion	40	Authenticity; Introduction to Philosophy; Developmental Psychology: Theory and Practice; Interpersonal Relations; Introduction to World Religions; Social Psychology
Science	43	Advanced Biology; Advanced Chemistry; Beginning Chemistry; Animal Behavior; Astronomy; Introductory Physics; Oceanography and Marine Biology; Stereochemistry

Minor Courses

Art	47	Art History; Art Studio; Ceramics; Photography; Technical Theatre
English	48	Autobiography in America; Classical Influences on English Literature; Contemporary Literature; Fitzgerald: The Man and His Work; Plays of Shakespeare; Poetry Workshop; Writing Program
History	50	International Relations
Languages	51	French; German; Russian; Spanish
Mathematics	53	Algebra Review; Computer; Elementary Probability; Intermediate Algebra; Problems, Brain Twisters, and Puzzles
Music	54	Baroque Ensemble; Piano Lessons
Philosophy and Psychology	55	Resolving Ethical Dilemmas; Life and Work of Sigmund Freud; Philosophy of War and Peace; Social Psychology
Science	56	Introduction to Zoology; Science and Science Fiction
Other	57	American Folk Art; Coastal Piloting; Cultural Anthropology; Etymology and Semantics; Games People Play; Modern Dance; Typing